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ABSTRACT

The teacher-developed curriculum guide provides integrated career education concepts for use in the elementary, middle, and secondary grades. Organized according to grade level, it suggests enrichment activities based on four concepts: self-awareness, career awareness, career exploration, and decision-making. The elementary level focuses on self-awareness and career awareness with activities suggested to acquaint the child with a wide variety of career possibilities. A career game is included. The middle school portion of the guide is organized around 15 occupational clusters, examining five at each grade level (sixth, seventh, and eighth). Speakers and field trips are recommended. At the high school level, careers are examined as part of the decision-making process and are correlated to student interests and abilities in various academic subject areas. An attitude survey is included. Each of the three sections includes an annotated list of multimedia resource materials. Suggestions for creating a resource speaker index, sample interview questions, suggestions for relating field trips to the curriculum, and a debriefing form conclude the document. (MW)

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PROJECT: CAREERS

A Career Education Curriculum for the Platte County R-III Schools

CE 003 881

Platte City, Missouri

1974

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PREFACE

This guide represents the dedicated efforts of a few people who believe in career education and who want to share this concept with their colleagues. We respectfully ask you to approach the content of this manual with an open mind. We hope you will listen, read, and give it a fair try. Most of all, we hope you too will soon believe.

Rebecca Farris
Project Director

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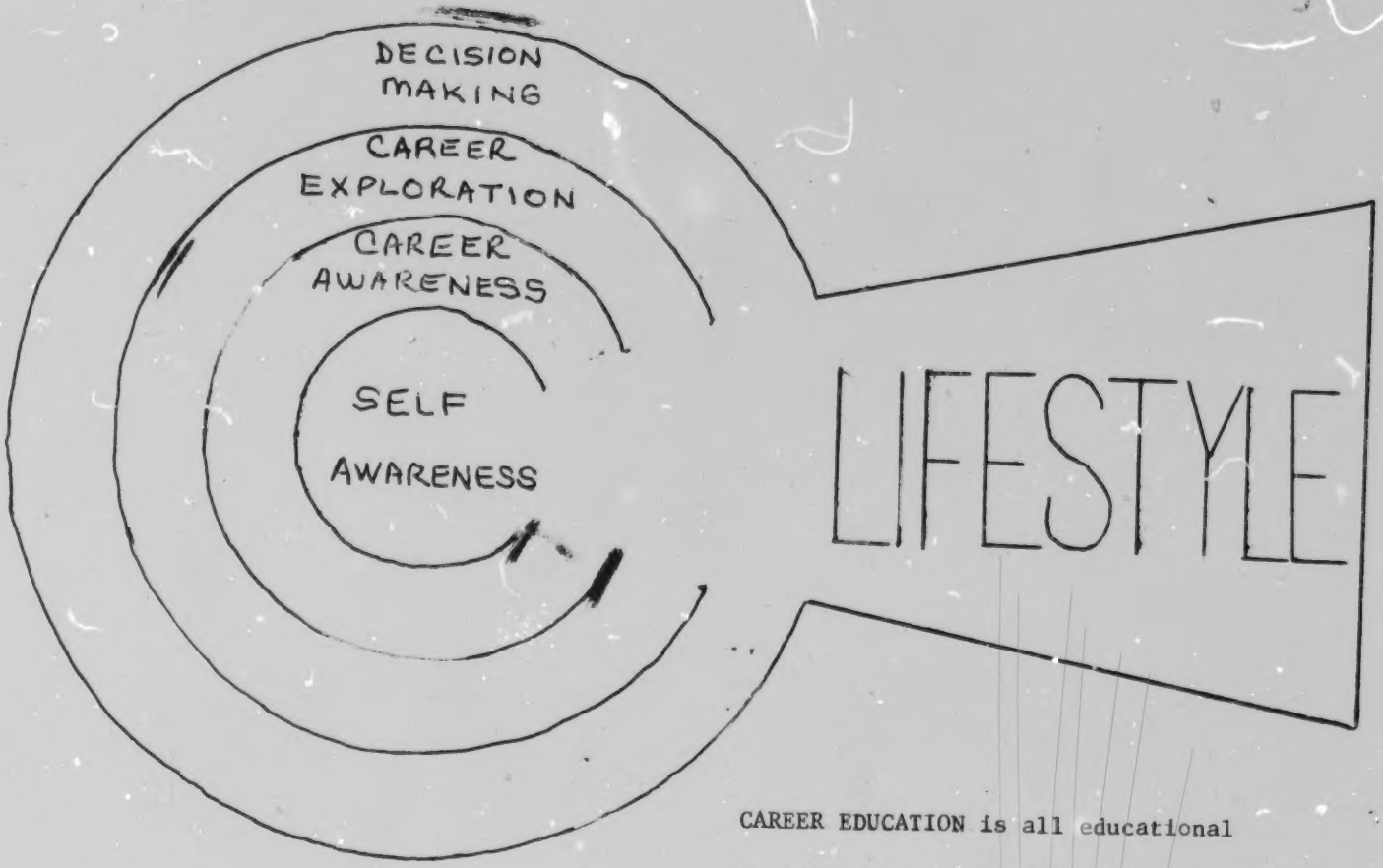
CAREER EDUCATION--WHAT IS IT?

Career education is a concept for the seventies It is an attitude and a style of teaching which relates the existing curriculum to the world of work It is not a course or a subject that is added on to the curriculum, but rather a different approach to learning that extends into all subject areas and all grade levels It does not require drastic changes in a school system, not great amounts of money, but rather a faculty that is receptive and willing to give it a try

It is the goal of our career education program to make all of education more meaningful and relevant by increasing student self-awareness and career-awareness in the elementary school, by providing opportunities for career exploration in the middle school, and by helping students acquire life decision-making skills in the high school Our ultimate purpose is to have our graduates understand themselves and know what lifestyle they want, to know clearly what they value in life, and to know enough about the real world of work that they can make an intelligent decision about what to do when they leave high school We want our students to see that the selection of a career is, in essence, the selection of a lifestyle--that what you do for a living effects everything else you do We want them to realize that this is a very important decision, one worthy of time and study and planning With 28,000 jobs to choose from, today's students need a systematic program of career education at all grade levels to give them continuous and abundant opportunities to acquire useful information about careers



CAREER EDUCATION is all educational experiences geared to preparing each individual for a life of economic independence, personal fulfillment, and an appreciation for the dignity of the worker.

SCOPE AND SEQUENCE OF CAREER EDUCATION CONCEPTS

Domain: Self-Awareness

Concept:	Suggested grade level for development							
	K	1	2	3	4	5	MS	HS
1. People are unique.	X	X						
2. People are similar in many ways and different in many ways. K: Physical 1-2: Emotional	X	X	X					
3. People are a product of their heredity and environment. K: Family 1: Neighborhood 2: Community 3: World 4: State 5: Region	X	X	X	X	X	X		
4. People have various abilities, aptitudes, and interests. 1&2: abilities 3: aptitudes 4&5: leisure time interests		X	X	X	X	X		
5. People are capable of change and self-improvement. 2&3: grooming 4&5: work habits			X	X	X	X		
6. People are both independent and interdependent.					X	X		
7. Self-awareness makes career exploration a more meaningful process.							X	
8. Self-awareness makes intelligent career decision-making possible.								X

SCOPE AND SEQUENCE OF CAREER EDUCATION CONCEPTS

Domain: Career Awareness

Concept:	Suggested grade level for development							
	K	1	2	3	4	5	MS	HS
1. Knowledge of the family work roles is a prerequisite for career exploration.	X							
2. Knowledge of community-related careers is a prerequisite for career exploration.		X	X					
3. Knowledge of school-related careers is a prerequisite for career exploration.				X				
4. Knowledge of careers available in the state of Mo. is a prerequisite for career exploration.					X			
5. Knowledge of regional occupations is a prerequisite for career exploration.						X		
6. Career awareness is enhanced by a systematic study of occupational clusters.							X	
7. Knowledge of a wide variety of occupational fields enhances the career decision-making process.								X

SCOPE AND SEQUENCE OF CAREER EDUCATION CONCEPTS

Domain: Career Exploration

Concept	Suggested grade level for development							
	K	1	2	3	4	5	MS	HS
1. Career awareness activities acquaint the child with occupations in his home, neighborhood, school, community, region, and state.	X	X	X	X	X	X		
2. A career is a combination of work and lifestyle.							X	
3. An individual needs to explore a variety of careers.							X	
4. School subjects have significance for career exploration.							X	
5. An individual's abilities and opportunities determine his choice of work.							X	
6. An individual's interests influence his choice of meaningful leisure-time activities.							X	
7. All work has advantages and disadvantages for the individual.							X	
8. Career exploration makes possible the selection of specific occupational areas of interest for more in-depth study.								X

SCOPE AND SEQUENCE OF CAREER EDUCATION CONCEPTS

Domain: Decision-Making

Concept:	Suggested grade level for development							
	K	1	2	3	4	5	MS	HS
1. Self-awareness and career awareness activities make intelligent career decision-making possible.	X	X	X	X	X	X		
2. Career exploration activities provide the student with occupational information useful in career decision-making.							X	
3. Career decision-making is a life-long process.								X
4. A changing society necessitates flexibility in career planning.								X
5. Career decision-making is interrelated with goals.								X
6. Career decision-making is effected by self-awareness and career awareness.								X
7. Career decision-making skills increase the individual's freedom to control his life.								X
8. Career decision-making skills contribute to personal satisfaction and happiness.								X

ELEMENTARY

Grades 1-5

Domain: Self-Awareness

Domain: Career Awareness

INTRODUCTION

At the elementary level, our career education program focuses on self-awareness and career-awareness. It is our firm belief that self-understanding is the necessary first step in intelligent career decision-making. We think the elementary child needs to spend some time finding out what kind of person he is, what he likes and dislikes, what makes him unique.

The career-awareness activities are designed to acquaint the elementary child with a wide variety of career possibilities, to make hime "career-conscious," not to push him into a hasty career choice. We hope that through these self-awareness and career-awareness activities, a firm foundation will be laid for systematic career exploration on the middle school level.

The elementary career education concepts are divided by grade levels, with some concepts being developed from one year to the next. The activities listed are simply suggestions to get you started; they are not intended to be inclusive. We hope you will find them workable and we hope you soon will be adding original ideas of your own to each page.

CONCEPTS TO BE DEVELOPED ON THE ELEMENTARY SCHOOL LEVEL

DOMAIN: SELF-AWARENESS

1. People are unique.
2. People are similar in many ways and different in many ways.
3. People are a product of their heredity and environment.
4. People have various abilities, aptitudes, and interests.
5. People are capable of change and self-improvement.
6. People are both independent and interdependent.

DOMAIN: CAREER AWARENESS

1. Knowledge of the family work roles is a prerequisite for career exploration.
2. Knowledge of community-related careers is a prerequisite for career exploration.
3. Knowledge of school-related careers is a prerequisite for career exploration.
4. Knowledge of careers available in the state of Missouri is a prerequisite for career exploration.
5. Knowledge of regional occupations is a prerequisite for career exploration.

KINDERGARTEN

Domain: Self-Awareness

Concept 1: People are unique.

Suggested Activities:

1. Have each child draw a picture of himself. Make a group display.

2. Give each student something of the same kind: a straw, a button, a piece of yarn, a line drawn on a piece of paper. Ask them to make a picture using that element in it. Note the many different uses of the same object.

3. Make a bulletin board display featuring a child of the week. Have them bring in things for the display which show what they like to do, places they have been, pictures of family, pets, etc.

4. Make a booklet called, "All About Me." On separate pages, have the children draw pictures of: themselves, their homes, their families, their favorite past-times, what they want to be when they grow up.

5. Play the game, "Who Am I?" Have a child describe a classmate and have the others guess who it is.

6. Play musical games which allow students the opportunity to insert original words or movements.

7. Provide numerous opportunities for each child to be a leader. Remember: everyone is good at something!

8.

9.

10.

KINDERGARTEN

Domain: Self-Awareness

Concept 2: People are similar in many ways and different in many ways. Kindergarten emphasis: physical.

Suggested Activities:

1. Discuss all the ways the children in the class are alike; then discuss all the ways they are different.

2. Think of as many different ways to group the class as possible. Have the children get in groups by:

eye color	sex	likes & dislikes
hair color	type of clothing	all people who have brothers
size	family size	etc.

3. Discuss the universal needs of all people: food, clothing, shelter.

4. Discuss what the world would be like if we were all exactly alike. What problems would be created? What problems would be eliminated?

5. Draw pictures of classmates. Have the group guess who the pictures represent. Emphasize the importance of using correct eye color, hair color, freckles, identifying characteristics, etc.

6. Set aside a time for kind words each week. Allow the children to contribute compliments about other members of the class.

7.

8.

9.

KINDERGARTEN

Domain: Self-Awareness

Concept 3: People are a product of their heredity and environment.
Kindergarten emphasis: family.

Suggested Activities:

1. Have class discussions which focus on the family. What is a family? What makes a happy family? What kind of a family would you like to have someday?

2. Use the family to develop math concepts of larger, smaller, fewer, most, greater than, less than, and sets.

3. Make a family album by cutting pictures from magazines to represent the family roles of each child.

4. Sing songs about family life. ("How Many People Live in Your House?" p. 49. McGraw-Hill Book Co.)

5. Use the play house to role-play family work roles.

6. Make paper plate families representing each child's family. Draw faces on the plates and string them together in family groups.

7. Draw pictures of families: What did your family do together over the week-end? Something funny that happened at your house.

8. Read stories to the class which portray families. Ask the librarian for suggestions.

9. Make clay models of family members.

10.

11.

12.

KINDERGARTEN

Domain: Career Awareness

Concept 1: Knowledge of the family work roles is a prerequisite for career exploration.

Suggested Activities:

1. Discuss work roles of family members. What tools do they use? (lawnmowers, mixers, hammers, vaccuum cleaners)

2. If the children do not know what their parents do for a living, have them find out and report back to the class.

3. Discuss all the jobs that must be done around the house. Which ones do you help with?

4. Draw pictures of what you want to be when you grow up.

5. Collect pictures from magazines showing family members working at home and label them.

6. Make a bulletin board display of magazine pictures showing people at work.

7. Invite parents in to tell the children about their work.

8. Have a Career Day. Each child should dress as nearly as possible to what his parent's occupation is. After pantomining the work for the class, they will try to guess what occupation it is.

9. Discuss the difference between work and play. Use pictures to demonstrate this concept.

10. Watch for opportunities to relate career information to stories read to the class. Example: "The Three Little Pigs" illustrates the building trades: carpentry, bricklaying.

11. Make a bulletin board showing the occupations represented by parents of the children in your class.

12. Show filmstrips which illustrate the work roles of mothers and fathers: Imperial filmstrip series
AIDS Career Mother series

13.

14.

15.

FIRST GRADE

Domain: Self-Awareness

Concept 1: People are unique

Suggested Activities:

1. Have children lie down on large paper and trace around each other with a crayon. Each child then fills in his own picture, cuts it out and puts it up in the room or hall.

2. Have the children bring old photographs from home and make a bulletin board of baby pictures. Let the children guess who the pictures are.

3. Using an overhead projector, make a silhouette of each child. (These also make nice gifts for parents.)

4. Play "Who Is It?" Have a child describe a classmate and let the other children guess who it is.

5. Take fingerprints of the children in the class.

6.

7.

8.

FIRST GRADE

Domain: Self-Awareness

Concept 2: People are similar in many ways and different in many ways. First grade emphasis: emotional.

Suggested Activities:

1. Have children make a Happy Face on one side of a circle and a Sad Face on the other. In the morning let the children turn the face up which shows how they feel.

2. Write a group language experience story about the traits liked about best friends.

3. Discuss the use of our senses. Bring in things to taste and smell. Let the children tell whether they like or dislike the object according to their senses.

4. List the various activities the children like to do on Saturday.

5. Make out a worksheet to do with the children. Have different activities listed on it, such as "draw a house or make a kite," "go fishing or play ball." The child thinks each time, "I would rather" and underlines his response.

6. Have the children choose a classmate they would like to be for a day and tell why.

7. Read a story about a person and decide what things made him/her successful or not successful.

8.

9.

10.

FIRST GRADE

Domain: Self-Awareness

Concept 3: People are a product of their heredity and environment. First grade emphasis: neighborhood.

Suggested Activities.

1. Discuss the jobs seen by the children as they walk to school.
2. Take a tour of the neighborhood and discuss what people in the neighborhood do for a living.
3. Discuss what a neighborhood is.
4. Check to see that the children know their complete address and telephone number.
5. Have the children role-play meeting a new neighbor.
6. Have the children name their neighbors and what they do to help each other.
7. Make a bulletin board like a map of the neighborhood around school. Include the children's houses and any workers in the area.
8.
9.
10.

FIRST GRADE

Domain: Self-Awareness

Concept 4: People have various abilities, aptitudes, and interests.
First grade emphasis: abilities.

Suggested Activities:

1. Have the children try a new task in their home for one week. Ask: Did you like it? Were you good at it? What did you learn? Are you willing to try more new tasks?

2. Make an "I can _____" chart for each child. Use simple accomplishments, such as: make my bed, tie my shoe, etc.

3. In studying the school and community helpers, list special abilities these people must display.

4. Hold up pictures of children performing certain tasks. Let the children evaluate their ability to do the tasks by marking on paper "yes," or "no," or "don't know."

5. Using the same pictures, have the children mark:

    1. if you could do this last year
    2. if you can do it now
    3. if you can't do it yet

6.

7.

8.

FIRST GRADE

Domain: Career Awareness

Concept 2: Knowledge of community-related careers is a prerequisite for career exploration.

Suggested Activities:

1. Make a full-size male and female paper doll and dress according to the different occupations in the neighborhood.
2. Encourage resource people from the neighborhood to come in and talk to the class (grocer, pharmacist, restaurant operator).
3. Make a booklet about community helpers: fireman, doctor, dentist, mailman, policeman.
4. Use available books, films, filmstrips and study pictures to increase knowledge of these careers.
5. Let the children pantomime careers while their classmates take turns guessing.
6. Discuss with the children why we need community helpers and what it would be like if there were none.
7. Have the children make a picture of a community helper and write a short story about his job.
8. Make a collection of hats representing various occupations.
9.
10.
11.

SECOND GRADE

Domain: Self-Awareness

Concept 2: People are similar in many ways and different in many ways. Second grade emphasis: emotional.

Suggested Activities:

1. Have children find pictures in magazines showing emotional situations. Make posters displaying the pictures labeled with the correct emotions.

2. Have children fill in the blanks in sentences, such as: "If I got a new puppy, I would feel _____." Share feelings with the class.

3. Have children make a list of five things that make them feel happy, five things that make them feel sad, five things that make them feel angry.

4. Use classroom situations (fights, arguments, etc.) to discuss the emotions involved and to role-play possible solutions.

5. Make a chart listing days on which all children feel happy, times that make everyone feel sad, angry, etc.

6. Use stories read in reading groups to discuss the emotions exhibited by characters. Ask, "Have you ever felt like that? When?"

7.

8.

9.

SECOND GRADE

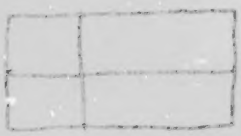
Domain: Self-Awareness

Concept 3: People are a product of their heredity and environment.
Second grade emphasis: community.

Suggested Activities:

1. Have the children make a picture of where they live and give five reasons why they like or dislike their home. Compare pictures for similarities and differences: farms, apartments, two-story houses, etc.

2. Have each child design his own coat of arms or personal flag. Divide it into four parts and show something special about himself in each part. For example: a good quality you have, a bad habit you have, a goal you have, an important moment in your life.



3. Have each child draw a diagram with himself in the center and people and things around him which he sees every day.

4. Have the children make booklets called, "All About Me." Encourage them to include family, home life, hobbies, etc. These books can be shared on a library table to increase understanding of others.

5. Have the children fill out information sheets about their fathers' and/or mothers' occupations.

   What job does your father/mother do?
   Does your father/mother travel because of their job?
   Does your father/mother work during the day or night?

   Discuss how these answers effect the family.

6.

7.

8.

SECOND GRADE

Domain: Self-Awareness

Concept 4: People have various abilities, aptitudes, and interests.
Second grade emphasis: abilities.

Suggested Activities:

1. Have each child think of one thing he is good at and tell why.
2. Make a chart of tasks applicable to second grade. List the names of children who feel they can do each task. Set up a time when children can seek help in one area from someone listed on the chart.
3. On occasions, give everyone a Happy Face to wear, acknowledging something that each child has done well.
4. Have children list the members of their families, what they do well, and what they like to do.
5. Have each child pick the name of a classmate from a hat and write down one thing that child does well. Then deliver the messages.
6. Keep a "Compliment Can" in the room. Encourage the children to drop compliments in whenever they feel someone deserves one. Take time once a week to read them to the class.
7. Arrange an art period with various activities for small groups. Have children who demonstrate ability in various activities serve as leaders and teach the activities to the other children.
8.
9.
10.

SECOND GRADE

Domain: Self-Awareness

Concept 5: People are capable of change and self-improvement.
Second grade emphasis: grooming.

Suggested Activities:

1. Place a full length mirror somewhere in the room and encourage the children to check their appearance regularly, making needed improvements.

2. Ditto check sheets for children to keep as a daily record. Include such things as: brushed teeth, cleaned fingernails, combed hair.

3. Discuss with the children the effect your appearance has on those around you. Make pictures of Sloppy Sam and Neat Pete, or Sloppy Sue and Neat Nan.

4. Bring simple grooming tools to school and demonstrate their proper use to the class. Make a bulletin board display, "Good Grooming for Guys and Gals." Include: comb, brush, whisk broom, wash cloth, towel, soap, shoe shining equipment, emery board, nail-file, box of tissues.

5. Give the children the opportunity to rate each other and themselves on a scale from 1-5 for their appearance on a designated day. Do this over a period of time, watching for visible improvements.

6. As a class, make a chart showing personal care abilities according to children's ages.

7. View the All About Me program on Channel 19.

8.

9.

10.

SECOND GRADE

Domain: Career Awareness

Concept 2: Knowledge of community-related careers is a prerequisite for career exploration.

Suggested Activities:

1. Have as many speakers from the community as possible come and speak to the class about their work.

2. Have each student choose a person in the community to make a short report about. Encourage the children to make use of interviews, telephone calls, letters, etc. Present the reports to the rest of the class.

3. Make picture charts that show the interdependence among community workers.

4. Pantomine jobs in the community and have others guess what occupation it is.

5. Make a ditto sheet of job descriptions in riddle form as a check for knowledge.

6. Take a tour of some of the more obscure jobs in the downtown area: filling station, insurance company, court house, bank. Try to enlarge the scope of knowledge in community occupations.

7. Show films and filmstrips which explore careers in the local community.

8. Have children interview their parents to find out what occupations they were interested in at age eight. Also see if that idea changed and how often.

9.

10.

11.

THIRD GRADE

Domain: Self-Awareness

Concept 3: People are a product of their heredity and environment. Third grade emphasis: world communities.

Suggested Activities:

1. Discuss heredity and environment. Define the terms. Emphasize the importance of both in making us the way we are.

2. Discuss family influences as an important part of the environment.

   How are our families different? (size, lifestyle, members included)
   How are they the same?
   Are you the oldest, youngest, middle, or only child in your family? How does this effect you?

3. Compare family life in the United States with that in other parts of the world.

4. Compare the life of a third grader in a large city to that of a rural child. Emphasize the effect of environment on lifestyle, interests, etc.

5. Read stories about children in other parts of the world. Ask the librarian for suggestions.

6. Make picture displays to show the difference in lifestyles in various parts of the world.

7. Have the children research what it's like to live in another part of the world. Write reports on what it's like to grow up in _____.

8. Invite speakers from other countries to class.

9. Clip articles from the newspaper about life in other countries.

10. Utilize films and filmstrips to acquaint children with various world communities.

11. Watch Me and My World on Channel 19.

12.

13.

14.

THIRD GRADE

Domain: Self-Awareness

Concept 4: People have various abilities, aptitudes, and interests.
Third grade emphasis: aptitudes.

Suggested Activities:

1. Discuss: What is an aptitude?
   Do you have an aptitude for something?
   How can you develop your particular aptitude?

2. Read a story about a successful person with an aptitude. What made him successful?

3. Choose a famous athlete, musician, or artist. Have the children look up their early lives to find out how they developed their aptitudes.

4. Clip articles from the newspaper about people who have made good use of a particular aptitude.

5. Invite speakers with interesting hobbies to talk to the class.

6. Invite the art and music teachers at your school to talk to the class about their particular aptitudes and how they turned them into careers.

7.

8.

9.

THIRD GRADE

Domain: Self-Awareness

Concept 5: People are capable of change and self-improvement.
Third grade emphasis: grooming.

Suggested Activities:

1. Have the children demonstrate good grooming techniques to the class. Then allow them to demonstrate them to the primary children.

2. Conduct a "good grooming check" each morning for a week.

3. Discuss the importance of exercise in looking and feeling your best. Have children make posters showing how exercise helps us.

4. Do class exercises. Work up an exercise routine. Allow different children to lead exercises in the kindergarten, first, and second grade classes for a week.

5. Observe National Dental Health Week. Invite a dentist and/or dental hygienist to speak to the class.

6. Cut out pictures of clothing from magazines. Discuss dressing to suit the weather.

7. Make a list of careers related to the grooming industry.

8. Invite a beautician and/or barber to visit the class.

9. Show pictures and discuss good posture.

10. Invite the school nurse to visit the class and answer questions related to health: Why should you use a handkerchief?
Why do we need two sets of teeth?
Why is it necessary to take a bath?

THIRD GRADE

Domain: Career-Awareness

Concept 3: Knowledge of school-related careers is a prerequisite for career exploration.

Suggested Activities:

1. Tour the school building and note the tools and machines used.
2. Have children interview school personnel and report to the class about the various jobs in the school.
3. Draw pictures of school workers.
4. Photograph the people in the jobs in your school. Make a bulletin board matching photos with job names and descriptions.
5. Make a list of school workers. Tell what each worker does. How do they contribute to the smooth operation of the school? How do they cooperate to make school a good place to work and play?
6. Discuss: Why do we have schools?
   How can school help people prepare for work?
   Why is school important to people?
   What should we expect to gain from school?
   What can we do to get the most out of school?
7. Write riddles about school workers and guess who they describe.
8. Invite school workers to visit the classroom and explain their work: secretary, custodian, nurse, cook, speech therapist, principal, counselor, special teachers, superintendent.
9. Discuss the job responsibilities of each child in the class. Point out the parallel relationship in the larger school setting.
10. Role play school workers doing their jobs.
11.
12.
13.

11. Bulletin Board Idea: Hygiene Ha-Ha's

Post the accompanying poem by each article:

Comb:
Brush and comb hair often,
It is the modern trend,
Besides, it's good insurance that
A gorilla won't be your friend.

Toothbrush:
"Do you use toothpaste to brush your teeth?"
I asked wise Mrs. Dare.
"What else?" replied the dear old soul,
"Would I use it to brush my hair?"

Soap:
Before I rob Mom's cookie jar,
I wash my hands and rinse,
I don't care about killing germs,
But I hate to leave finger prints!

Detergent:
I'm joining in the space age race,
So I wear clean clothes, just in case,
I'm asked to take the honored place
Of greeting guests from outer space!

Tissues:
Tissues are light and fly in the breeze
They're friends and pals whenever you sneeze!

Shampoo?
Do!

Washcloth:
Take a bath regularly,
It's not hard to do.
It will keep you smelling fresh
And keep your tub clean too!

12.

13.

14.

FOURTH GRADE

Domain: Self-Awareness

Concept 3: People are a product of their heredity and environment.
Fourth grade emphasis: state.

Suggested Activities:

1. Have children look up their Missouri pioneer ancestors.

2. Role-play scenes from the lives of famous Missourians: Mark Twain, Eugene Field, Harry Truman, etc.

3. Find out what contributions to American culture have come from Missouri artists, musicians, writers, political leaders.

4. Discuss what it's like to live in Missouri:

   How does living here influence your life? Your career choice?
   How does the climate, location, etc. effect you?
   How is living in a small town different from living in a city?
   How are they both different from living on a farm?

5. Write an original class play showing how Missouri got to be known as the "Show-Me State."

6. Read stories about Missouri to the class: "Tom Sawyer," "Huckleberry Finn," "The Shepherd of the Hills." Ask the librarian for other suggestions.

7. Watch Inside-Out on Channel 19.

8. Listen to the album, Free to Be You and Me.

9. Read stories related to self-awareness and careers in the Discoveries series from Houghton-Mifflin.

10.

11.

12.

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FOURTH GRADE

Domain: Self-Awareness

Concept 4: People have various abilities, aptitudes, and interests.
Fourth grade emphasis: leisure-time interests.

Suggested Activities:

1. Have a hobby day. Invite children to bring in their hobbies and demonstrate them.
2. Discuss children's athletic skills and how they can lead to creative leisure time activities.
3. Discuss intellectual skills and their effect upon leisure time activities: the ability to read, follow instructions, etc.
4. Look up and discuss state parks available in Missouri and their recreational facilities.
5. Write a short story on how you entertain yourself when you spend an evening at home alone.
6. Show filmstrip: "Off We Go to the Bike Factory." Follow with a discussion of jobs created by the recreation industry.
7. Invite a speaker in from "Worlds of Fun," the Royals organization, the Chiefs organization, the Starlight Theater, or the sports stadiums to explain jobs available in recreation.
8. Have children make a list of 5 things they like to do, 5 things they don't like to do, 5 things they would like to learn to do. Set aside some time once a week for the children to teach each other some simple skills.
9.
10.
11.

FOURTH GRADE

Domain: Self-Awareness

Concept 5: People are capable of change and self-improvement.
Fourth grade emphasis: work habits.

Suggested Activities:

1. Have students make up a study-habits checklist and keep it for one month.

2. Discuss the importance of helping at home with chores. Have a debate on whether kids should be paid an allowance, should be paid per chore, should not be paid.

3. Invite a speaker in who runs a business and have him explain the importance of good work habits.

4. Have children make a "Trait Tree." On a dittoed outline of a tree, draw leaves to symbolize positive work traits they have. Put the most important traits on the top.

5. Check activities and worksheets from fourth grade edition of Highways to Work and Play.

6. Feature a "Worker of the Week" or "Most Improved Worker."

7.

8.

9.

FOURTH GRADE

Domain: Self-Awareness

Concept 6: People are both independent and interdependent

Suggested Activities:

1. Discuss: Who do you rely upon to live now?
   What do you do to support yourself?
   What people in the community help keep you alive?
   (Follow up with visits from local resource people)

2. Write a short story about a time when you were afraid. What frightened you? Did you need help? Who helped you? Emphasize the fact that there are times when we are all afraid.

3. Discuss friendship and the need to feel like you belong.

   If you liked someone, how could you let him know it?
   Why tell people that you like them?
   What are some different ways of showing others you like them?
   How do you feel when someone tells you they like you?
   How can we make new students in our school feel welcome?

4. Watch videotape: Why Do We Have Laws? Discuss interdependence and its influence on personal independence.

5. Discuss loneliness.

   What makes you feel lonely?
   How do you feel when you're lonely?
   Who do you know that is probably lonely?
   What can you do to help?

6. Think of a service project to do for a rest home. Example: Have each child adopt a grandparent. Make them small gifts, visit them on special occasions, write letters to them.

7. Complete a self-concept scale to help the children clarify their strengths and weaknesses.

8. Check activities and work sheets from fourth grade edition of Highways to Work and Play.

9.

10.

11.

SELF-CONCEPT SCALE

(How I See Myself)

	Not at All	Not Very Often	Some of the time	Most of the time	All of the time
1. I am friendly					
2. I am happy					
3. I am kind					
4. I am brave					
5. I am honest					
6. I am likeable					
7. I am trusted					
8. I am good					
9. I am proud					
10. I am lazy					
11. I am loyal					
12. I am cooperative					
13. I am cheerful					
14. I am thoughtful					
15. I am popular					
16. I am courteous					
17. I am jealous					
18. I am obedient					
19. I am polite					
20. I am bashful					
21. I am clean					
22. I am helpful					

FOURTH GRADE

Domain: Career-Awareness

Concept 4: Knowledge of careers available in the state of Missouri is a prerequisite for career exploration.

Suggested Activities:

1. Look through the want-ads for jobs available in the Kansas City area. Have children research the jobs and find out what they are. Invite speakers in from these occupational areas to explain the outlook for the future in their career.

2. Have a contest to see who can compile the longest list of jobs in Platte City.

3. Investigate the availability of careers related to science, math, English, and social studies in Missouri.

4. Discuss state, county, and local government jobs. Visit the Platte County Courthouse.

5. Discuss industries that are important to Missouri. What jobs do they create?

6. Make a bulletin board display showing what the parents of the children do for a living. Invite parents in to discuss their work with the class.

7. What jobs are available in K. C. that aren't available in St. Louis? What jobs are available in St. Louis that aren't available in K. C.?

8.

9.

10.

THE PERFECT JOB

What's your idea of the perfect job? If you could have your choice of any of the working conditions listed below, which ones would you choose? Put a circle around each of your choices

An indoor job or an outdoor job	a daytime job or a nighttime job	a part-time job or a full-time job
a job where the work is interesting but you don't make much money or a job where the work is dull but you make lots of money		a job where you work alone or a job where you work with lots of people
a job where you wear old clothes or a job where you wear good clothes		a job where you have a boss or a job where you're your own boss
a job in the city or a job in the country		a job where you work very hard and make a lot of money or a job where you can take it easy and not make much money
a job where you can sit while you work or a job where you move around while you're working		a job that involves working with things or people or animals

FIFTH GRADE

Domain: Self-Awareness

Concept 3: People are a product of their heredity and environment.
Fifth grade emphasis: region.

Suggested Activities:

1. Discuss regional differences in the United States:

   How does the region in which you live influence your choice of recreation? your job opportunities? your lifestyle?

   What differences in clothing, food, type of housing, transportation, etc. can you think of from one region to another?

2. Have students who have moved to the Midwest from other areas report on the differences they noticed first when they came to Missouri. Did they notice differences in speech patterns, the use of colloquial expressions, differences in dress or hair styles, dinner hours, pasttimes?

3. Find out what "Midwesterners" are known for: what personality traits, mannerisms, and characteristics are generally associated with the Midwest?

4. Find out why people move to the Midwest. Find out why they leave.

5. Discuss family businesses that endure from generation to generation. How are they related to the needs of the region? Emphasize the importance of family influence on career choice. Would you like to do what your mother/father does?

6.

7.

8.

FIFTH GRADE

Domain: Self-Awareness

Concept 4: People have various abilities, aptitudes, and interests
Fifth grade emphasis: leisure-time interests.

Suggested Activities:

1. Have children complete an interest inventory showing what they like to do. Follow with a discussion of hobbies and jobs that are related to those interests.

I like to . . .

_____ be outdoors	_____ play musical instruments
_____ be indoors	_____ write letters
_____ do art activities	_____ lead groups
_____ talk to people	_____ watch sports
_____ work alone	_____ fix things that are broken
_____ work with others	_____ perform in public
_____ work with my hands	_____ teach others
_____ try new things	_____ sell things
_____ help others	_____ do science experiments
_____ collect things	_____ study
_____ read books	_____ grow things
_____ work with numbers	_____ work with animals
_____ work with machines	_____ build things
_____ learn other languages	_____ make people happy

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FIFTH GRADE

Domain: Self-Awareness

2. Invite resource speakers in to demonstrate hobbies to the class. The counselor will help you locate people with interesting hobbies. Emphasize that some people pursue hobbies simply for pleasure, others for profit, some for both.

3. Set aside some time once a week for a class meeting. Sit in a circle and talk about things the kids are interested in. Ask them to submit possible topics of interest to them in advance. Select one each week for discussion.

4. Have students keep a chart on how they spend their leisure time for one week. Follow project with a discussion of what they found out. Are they using their time wisely? Are they wasting a lot of it? Do they seem to have a broad range of leisure-time interests or a limited few?

5. Discuss the formation of interests:

   How do we develop our interests?
   Do our family and friends influence our interests?
   Does our environment influence our interests?
   Does money play a part?

6. Invite everyone to learn to do 3 new things during the year. Have them write down the 3 things they would like to learn and sign them. Seal in an envelope. At the end of the year, return the notes and find out how many people followed through on 1, 2, and 3 activities.

7.

8.

9.

Fifth Grade

Concept: Self-Awareness

Subtopic 3 People are capable of change and self-improvement.
Fifth grade emphasis: work habits.

Suggested Activities:

1. Develop a checklist of work habits. Have each student rate himself on each work habit periodically and watch for improvement.

2. Discuss the necessity of good work habits for success in any job. Make a list of work habits that would help any worker in any job.

3. Have an eighth grade honor student visit the class and give helpful study hints.

4. Talk about cooperation and its importance at home, school, and on the job. Divide into small groups and make up skits showing examples of cooperation and non-cooperation.

5. Discuss frequently recurring discipline problems at school: nuisance, showing in line, talking out, hitting people. Focus on one problem per week. Have students sign a pledge promising to help eliminate that problem during that week.

6. Ask reasons why students don't work very hard in certain subjects (don't like the subject, don't like the teacher, too hard, uninteresting, etc.). Challenge them to raise their grade by one letter grade in one class during the term. Anyone succeeding gets a special privilege.

7.

8.

9.

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FIFTH GRADE

Domain: Self-Awareness

Concept 6: People are both independent and interdependent.

Suggested Activities:

1. Make a collection of newspaper clippings showing the interdependence of people upon each other: team sports, firefighting, policework, medical teams, people helping disaster victims, etc.

2. Compare study techniques: one week working independently, one week working with a partner, one week working in small groups. Which did you like best? Which was easiest? What problems were inherent in the different methods?

3. Read stories about children who are trying to develop personal responsibility and independence. Ask the librarian for suggestions.

4. Have each student keep track for one week of all the chores he does at home without being asked and all the ones he does after being asked.

5. Pick out a TV show that emphasizes cooperation and interdependence. (For example, "The Waltons.") Have everyone watch it the same week and follow up the next day with a discussion.

6. Role-play some parent-child situations. Show examples of parents who do everything for their children and those who let their children learn from their own mistakes.

7. Write a story about a time when you learned something the hard way.

8. Make a list of jobs where people who are very independent would probably be successful and a list where people who like to work on teams would fit in well.

9.

10.

11.

FIFTH GRADE

Domain: Career-Awareness

Concept 5: Knowledge of regional occupations is a prerequisite for career exploration.

Suggested Activities:

1. Figure out what jobs are indigenous to various regions of the United States. Make a bulletin board map display showing jobs found in each region that are not found anywhere else.

2. Decide which region of the United States probably offers the best variety of job possibilities.

3. Name 5 jobs that you can find in:

   a. a small town, but not in a big city
   b. a big city, but not in a small town
   c. in both

4. Discuss the relationship between geography, climate, weather, and occupations. List jobs that are directly effected by these factors (probably outdoor jobs), jobs that are indirectly effected (grocer, architect. work is often effected by adverse weather conditions), and jobs that are not effected very much (banker, secretary).

5. Take an occupation that is found in every region of the United States (for example, teacher) and do a cost of living study by regions. Find out what this job pays in different areas and what it costs to live in these areas. Decide which area would be the most practical to live in financially. Discuss other factors that influence such a choice: location of relatives, likes and dislikes, climate, weather, leisure-time activities.

6. Discuss the changing nature of jobs in a region. Technological and sociological changes sometimes create or eliminate jobs. Use the construction of the K. C. International Airport as an example. What jobs were created? What jobs were eliminated?

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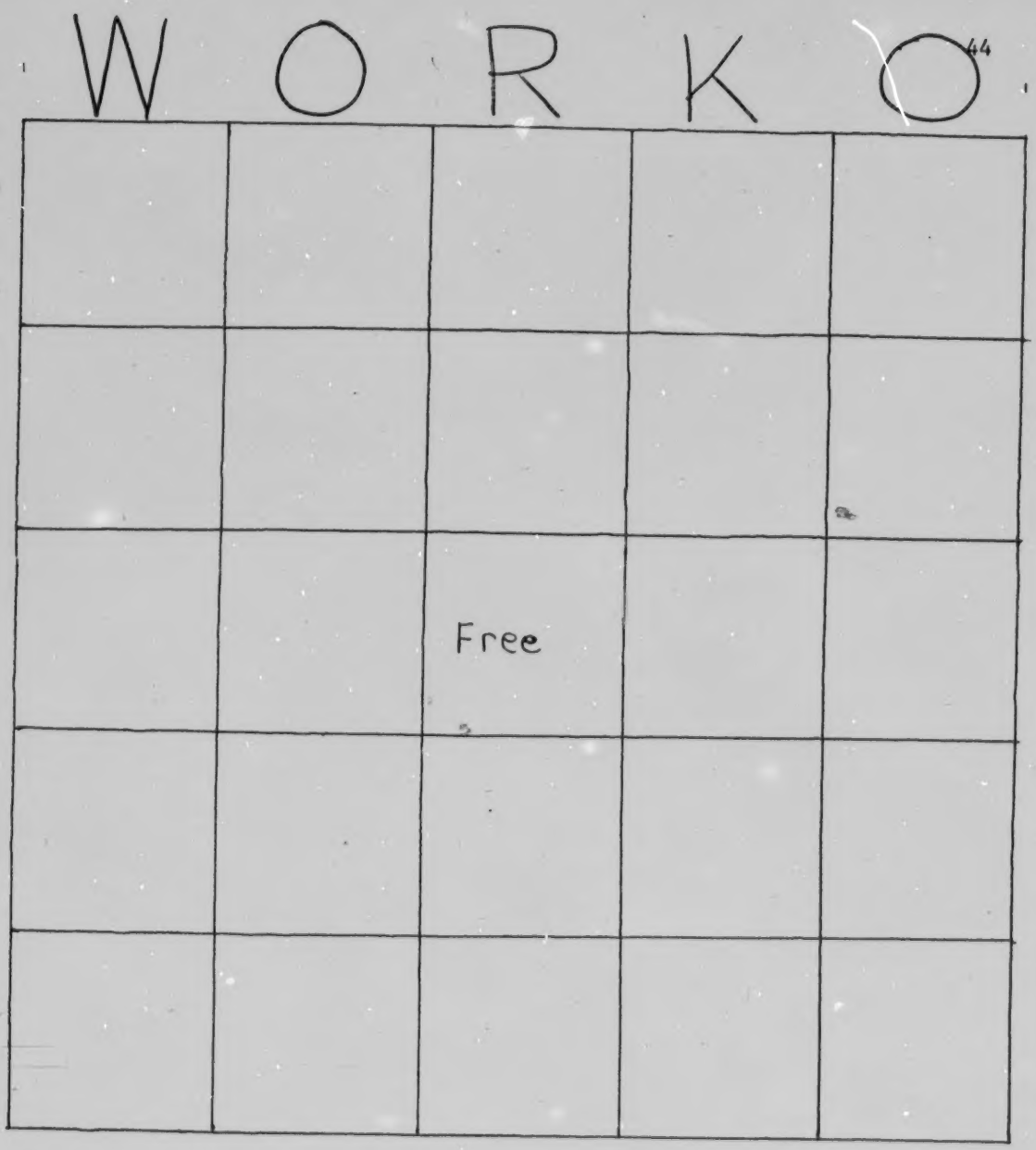

WORKO, an adaptation of BINGO, can be used to review jobs studied. Each student will need a blank WORKO card. Instruct students to put the name of a different job in each square, leaving the middle square "free." At least 24 job names should be provided by the teacher from a list on the board or on the bottom of the WORKO sheet. Read a one-sentence clue about each job and have students mark the jobs they can identify.

CAREER EDUCATION MATERIALS

Elementary School

The following materials were purchased with funds from the career education grant project. Ask your librarian or counselor for help in locating other career-related materials.

Filmstrips

CAREER AWARENESS FIELD TRIPS (grades K-4)

This series of filmstrips with cassettes is designed to help children discover a fascinating "second classroom" in the world of work. Teacher's guides are included.

"Off We Go to the Bike Factory"

A clown's daydreams come true as he finds himself face-to-face with a fast-moving bicycle assembly line! Your youngsters are invited to help him discover how people go about bending steel into tubes, welding them into frames, painting the frames, tightening spokes, adding fenders, assembling bikes! It's an exciting trip and a vivid introduction to people involved in production.

"Off We Go to the House Built in a Hurry"

Cecelia, Joe, and Tommy need help patching up their clubhouse. So off they go to visit Henry who lives in a geodesic dome put up in just two days! Your children sit in as Henry explains blueprints, creating a model, erecting the structure, finished carpentry, wiring, and other processes. Best of all, youngsters visit the factory where dome parts are manufactured.

"Off We Go to the Auto Proving Ground"

Your children hop aboard Brad's soapbox car as he heads for GM's Detroit Proving Ground and a look at engineering tasks that directly affect our lives. Engineer Glen introduces Gerri, who test-drives cars for hundreds of miles each day. Youngsters watch and learn about crash-testing procedures; tour the crashed-car "boneyard" engineers use as a reference library; meet the people who are involved in auto-testing.

"Off We Go to the Poster Printer"

Along with Mark, your children discover how many fascinating tasks go into commercial poster-making. They meet people who find poster pictures, think up captions, create layouts, make color separations and plates, run the giant presses. And they understand the vital importance of printing as a form of communication!

"Off We Go to the Orange Grove"

Stacey/welcomes your class to her father's California citrus farm; introduces them to the picking crews; explains the importance of soil conditions, insects, weather; demonstrates tasks involved in washing, sorting, processing at the packing plant, communicates the joy of an outdoor lifestyle close to the earth.

CAREER AWARENESS: A PRIMARY INTRODUCTION TO CAREER EDUCATION

This series of 5 filmstrips with cassettes introduces children to the process of decision-making. It emphasizes an understanding of self and skill-awareness. Teacher's guides are included plus a student activity book of duplicating masters.

1. "I Have a Body" Encourages the development of self-awareness by relating the human body to animals and machines.

2. "I Have a Brain" Helps students learn how decisions are made through rhymed narration.

3. "The Work People Do" A visit to a factory provides insight into the variety of jobs necessary in manufacturing.

4. "I Can Do Things" In a walk down the street, two students imagine how their own tasks are similar to the work adults do.

5. "I Can Make Choices" A primary age child makes decisions on how to spend money.

FOUNDATIONS FOR OCCUPATIONAL PLANNING (Intermediate)

This set of captioned filmstrips is designed to aid students in evaluating their own individual characteristics and relating them to the world of work.

1. "Who Are You?" Shows how the unique characteristics of each individual contribute something valuable to society.

2. "What Do You Like to Do?" Shows how individual interests and hobbies have different meanings for different people.

3. "What Is a Job?" Discusses the values, characteristics and attitudes connected with different jobs.

4. "What Are Job Families?" Shows how jobs are grouped according to interests, training, and aptitudes.

5. "What Good Is School?" Emphasizes the importance of doing well in school for success in later life. Stresses math, science, social studies, languages.

CAREER MOTHERS SERIES (grades K-6)

A set of 6 filmstrips with cassettes/records depicting 6 different occupations in which women are employed. Narrated by children who tell the story of what their mothers do. Teacher's guide included.

Advertising Agency Executive	Teacher
Retail Clerk	Commercial Artist
Nurse	Factory Worker

AIR TRAVEL TODAY (Upper Primary-Intermediate)

This series of 4 filmstrips with cassettes takes students on a flight with the Cannon family from Chicago's O'Hare Airport to National Airport in Washington, D. C. Teacher's guides are included.

1. "Let's Take an Airplane Trip" With the Cannon family, students share the excitement of a first airplane ride, meet employees who make the trip comfortable and enjoyable.

2. "The Flight Crew and the Controllers" From the captain and his officers in the cockpit, to the stewardesses, to the ground and air traffic controllers, students see people who keep the plane in the air.

3. "Preparing a Plane for Flight" Between flights, other personnel are at work: chefs, baggage handlers, cabin cleaners, mechanics.

4. "Keeping the Airport Running" The daily activities and maintenance work that keep an airport functioning are done by carpenters, electricians, janitors, window-washers.

COMMUNITY WORKERS AND HELPERS (Primary)

This series of 8 filmstrips portrays people in true-life situations as it takes youngsters into the inner workings of a typical community. Students learn about many types of work with which they may not be familiar: night watchmen, TV directors, hospital orderlies, and many more. The series makes clear the interrelationships that exist between workers in a community and the community itself. Teacher's guides are included.

Group 1	Group 2
School Workers	Dept. Store Workers
Library Workers	Hospital Workers
Supermarket Workers	Fire Dept. Workers
Doctor's Office Workers	Television Workers

ASSORTED FILMSTRIPS (Primary)

"My Mother Works at Home"
"My Mother is a Dental Asst."
"My Mother Works in an Office"
"My Mother Works in a Bank"
"My Dad is a Carpenter"
"My Dad Works in a Service Station"

BOOKS

COME TO WORK WITH US (Primary)

A series of 12 books designed to promote the elementary child's awareness of the world of work and its function in the community. Photographs feature youngsters enacting specific jobs within authentic work settings. Captions for each job description rhyme. Individual titles:

Airport	House Construction	Bank
TV Station	Department Store	Hotel
Newspaper	Hospital	Aerospace
Dairy	Telephone Company	Toy Factory

LERNER CAREER SERIES (Intermediate)

A series of 12 books which describes careers in:

Football	Police Dept.	TV Station
Computers	Telephone Co	Hockey
Baseball	Bank	Dept. Store
Airline	Medical Center	Printing

TEACHING AIDS

A HIGHWAY TO WORK AND PLAY (grades 1-5)

A series of teacher's guides for grades 1-5, loaded with self-awareness and career-awareness activities and ideas. Help yourself!

COMMUNITY HELPERS (Primary)

Six sets of picture-story study prints with discussion information printed on the back of each picture. Each set includes 8 prints.

Police Dept. Helpers	Supermarket Helpers
Fire Dept Helpers	Hospital Helpers
Postal Helpers	Dairy Helpers

MIDDLE SCHOOL

Grades 6, 7, 8

Domain: Career Exploration

INTRODUCTION

The Middle School portion of this curriculum guide has been grouped into clusters of career study for each grade level. This is not to say that any of the suggested careers could not be explored during any portion of the three year period, but only that the clusters should be stressed during the specified period. Hopefully the suggested activities will help you in your own particular field of study during the year. The activities may be changed or modified to be used in clusters other than those in which they are listed. This will be left to the disgression of the individual instructor. It is up to each teacher to determine the activities most applicable to his subject area. The suggested speakers and field trips are only ideas submitted for your consideration. If serious thought is given to these, they would have to be investigated further as to group size, time, and other considerations.

CONCEPTS TO BE DEVELOPED

THROUGH CAREER EXPLORATION ACTIVITIES

2. A career is a combination of work and lifestyle.
3. An individual needs to explore a variety of careers.
4. School subjects have significance for career exploration.
5. An individual's abilities and opportunities determine his choice of work.
6. An individual's interests influence his choice of meaningful leisure-time activities.
7. All work has advantages and disadvantages for the individual.

U S OFFICE OF EDUCATION

CAREER CLUSTERS

6th. Grade

1. Manufacturing Occupations
2. Transportation Occupations
3. Environmental Conservation & Control Occupations
4. Hospitality & Recreation Occupations
5. Personal Services Occupations

7th. Grade

6. Marketing & Distribution Occupations
7. Communications & Media Occupations
8. Agri-Business & Natural Resources Occupations
9. Public Services Occupations
10. Health Occupations

8th. Grade

11. Business & Office Occupations
12. Construction Occupations
13. Marine Science Occupations
14. Fine Arts & Humanities Occupations
15. Consumer & Homemaking-Related Occupations

CAREER CLUSTERS

for

6th Grade

Manufacturing Occupations

Transportation Occupations

Environmental Conservation
& Control Occupations

Hospitality & Recreation Occupations

Personal Services Occupations

MANUFACTURING

Occupations

1. Designer
2. Electrician
3. Electronic engineer
4. Spinner
5. Weaver
6. Sewing machine operator
7. Machine-tool-operator
8. Foreman
9. Craftsman
10. Painter
11. Office worker
12. Engineer
13. Physicist
14. Technician
15. Assembler
16. Inspector
17. Machinist
18. Tool and die maker
19. Millwright
20. Patternmaker
21. Welder
22. Safety Engineer
23. Mathematician
24. Chemist

MANUFACTURING

Suggested Classroom Activities

1. Have a slogan contest to promote a new product.

2. Play Categories. Leader names category. Players name brand of items. Player who cannot name item is out. For example: Car -- Ford, Chevrolet, Plymouth.

3. Discuss natural resources used in the careers involved in manufacturing and in supplying manufacturers.

4. Personality traits involved in the field of factory personnel:
   a. Do you like to be instructed? (assembly line)
   b. Do you like to be creative? (designer)
   c. Do you like to be an instructor? (foreman)
   d. Do you like to be a peacemaker? (Union Mediator)

5. Develop a new invention to make a teenager's life easier. Consider: Cost - advertising - design - packaging.

6. Develop an invention to sell to a foreign country. Consider: Cost - advertising - design - packaging.

7. After exploring various areas, the student will choose one job and will prepare a brief paper to present before the class showing how the job involves working with people, ideas or things. Posters and charts may also be used.

8. Have students analyze the skills and processes which they have learned in relation to hobbies or interests and determine how they may lead to a related career.

9. Have students identify in group discussion and later attempt to practice in class, attitudes and behaviors which are necessary in working in the world of work.

10. Have students describe how and why they feel "good" about a completed project and relate this situation to how and why adult workers may gain satisfaction from their occupations.

11. Have the class write letters to local manufacturers inquiring about job opportunities.

12. Using an assembly line technique, have students make flash cards for addition and subtraction.

13. Have students keep a time card of the hours "worked" each day and total it at the end of the week, then figure their pay.

14. Have the class play a game in which they seat themselves in a circle and, taking turns, quickly name a manufactured product. If the student fails to do so, he is eliminated from the game.

15. Discuss strikes and their consequences.

MANUFACTURING

Suggested Speakers and Field Trips

1. Rupert Manufacturing
2. Corn Products
3. Farmland Industries
4. Alton Box (on recycling)
5. Ford
6. Avon (on design)
7. General Motors
8. Hallmark
9. 7Up Bottling
10. Procter & Gamble
11. American Bakery
12. Colgate Palmolive Company
13. Armco Steel Corporation
14. American Can Company
15. Nashua Mobile Homes
16. Union Official

TRANSPORTATION

Occupations

1. Pilot
2. River barge operator
3. Ocean liner captain or crewman
4. Railroad engineer
5. Bus driver
6. Taxi driver
7. Owner of taxi company
8. School bus driver
9. Car rental agency owner
10. Limousine service owner
11. Ferryboat operator
12. Pleasure cruise operator
13. Truck driver
14. Maintenance worker
15. Mechanic
16. Conductor
17. Engineer
18. Inspector
19. Crewman
20. Steward
21. Stewardess
22. Safety engineer

TRANSPORTATION

Suggested Classroom Activities

1. Discuss methods of transportation along with possible jobs.
2. Discuss businesses developing from improved transportation.
3. Discuss progress in transportation and what is obsolete.
4. Discuss entertainment springing from transportation--racing, bicycling, etc.
5. Research time for travel by covered wagon, horseback, car, and plane from Platte City to California--New York.
6. Study use of road maps.
7. Plan the ideal vacation.
8. Explore one mode of transportation. List all occupations involved in making it possible.
9. See if Continental or Greyhound would bring scenic cruiser to school for examination. Other possibilities: mobile home, van, family bus, wrecker, helicopter.
10. Have a delivery man speak to the class and explain some of his duties, the advantages and disadvantages of his job.
11. Utilizing songs, poems, and stories, the class becomes aware of the importance of transportation to our way of life.
12. Have the class discuss the expenses of operating a car and prepare an estimate of the cost of driving to school each day.
13. Divide into three groups; each group is responsible for securing information on the cost of traveling from Kansas City to _____ by bus, train, or airplane.
14. Have the class draw maps of the route from their homes to the school.
15. Have the class explore some of the sources of power within the classroom that can be used to make things move, such as air, rubber bands, batteries, electricity, and water.
16. Using the theme of styles in cars, discuss how society's customs, traditions, and attitudes effect jobs.

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TRANSPORTATION

Suggested Speakers and Field Trips

1. KCI (pilot)
2. Breech Academy
3. Greyhound Bus Lines
4. Truck line
5. Maple Woods (pilot instruction)
6. Amtrack
7. Mechanic
8. Taxi
9. Motorcycle
10. Car Rental
11. Highway engineer
12. Riding Club member (horses, motorcycles, etc.)
13. River barges
14. Freight trains
15. Air freight
16. General Motors
17. Ford
18. Ocean travel
19. Mobile Homes & Campers
20. Harley Davidson (mini bikes)
21. OATS
22. Teamsters Union

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ENVIRONMENTAL CONSERVATION & CONTROL

Occupations

1. Engineer
2. Chemist
3. Electrician
4. Plumber
5. Gardener
6. Forestry aide
7. Refuse collector
8. Physical scientist
9. Laboratory attendant
10. Governmental agencies
11. Meteorologist
12. Incinerator plant attendant
13. Sewage disposal plant operators
14. Maintenance man
15. Plumber
16. Forester
17. Range manager
18. Life scientist
19. Botanist
20. Ecologist
21. Zoologist
22. Landscape architect
23. Civil engineer

ENVIRONMENTAL CONSERVATION & CONTROL OCCUPATIONS

Suggested Classroom Activities

1. Take a field trip to Lake Jacomo and hear a talk on conservation from one of the park rangers.

2. Research, analyze, and make reports on a major problem associated with the use of technology and describe proposed solutions. (water or air pollution, what to do with junk cars, the "cultural lag," etc.)

3. Write to the Platte City Hall to obtain information about local environmental laws and their enforcement.

4. After studying, reading, and listening, have students conduct a panel discussion on the need for environmental controls in the classroom.

5. Have the class enact environmental controls for the classroom and elect a member of the class to be responsible for their enforcement.

6. Show films and filmstrips concerning pollution.

7. Show film or filmstrips concerning jobs at civilian and government levels which are associated with the environment.

8. Explore pollutant companies in the area.

9.

10.

11.

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ENVIRONMENTAL CONSERVATION & CONTROL OCCUPATIONS

Suggested Speakers and Field Trips

1. North Kansas City Water Works
2. Representative of Disposal Service
3. Forest Ranger
4. Lake Jacomo
5. Watkins Mill
6. County Zoning Board
7. Water Pollution
8. Park Official of Lake Jacomo
9. Pollution Control, Armco Steel
10. Pollution Control, Missouri Public Service
11. Representative of an Oil Company
    Sugar Creek Standard Oil of America
12. Environmental Science Service Administration
13. C.P.A. Air Pollution
    Housing
    Director's Office

HOSPITALITY AND RECREATION

Occupations

1. Hotel manager
2. Bellman
3. Waitress
4. Lifeguard
5. Sightseeing guide
6. Golf Pro
7. Park administrator
8. Taxi Driver
9. Doorman
10. Maid
11. Chef
12. Busboy
13. Maintenance worker
14. Tennis instructor
15. Travel agent
16. Park ranger
17. Forest ranger
18. Camp counselor
19. Coach
20. Professional Athlete
21. Usher
22. Projectionist
23. Theater Manager
24. Amusement park manager
25. Tour guide

HOSPITALITY AND RECREATION OCCUPATIONS

Suggested Classroom Activities

1. Have the class design and write invitations for a party to be held in the classroom.

2. Have the class plan the refreshments within a specified amount of money, prepare a shopping list, and shop for the required supplies.

3. Have the students choose the theme of the party to relate to a country or region they have studied. They will then choose appropriate activities and decorations.

4. Have the class evaluate the chosen activities and decorations for safety purposes and make them safe through discussion and experiment.

5. Role play good and bad manners.

6. Fill out fishing and hunting licenses.

7. Discuss proper dress for various activities.

8. Make posters of table settings.

9. Plan a birthday party for a three year old and a thirteen year old. Then plan a party for a senior citizen.

10. Plan a Christmas party or a picnic. Include: invitations, menu, decorations, and entertainment.

11. Make up a game. Teach it to someone.

12. After films, filmstrips, and class discussion which will explore factors influencing occupational choices (childhood dreams, parental pressure, working atmosphere, personal ambitions, personal values, peer pressure, teacher influence, etc.), the student will compile a list of at least ten factors he feels are having an influence on him (make a master list on the blackboard).

13.

14.

15

HOSPITALITY AND RECREATION OCCUPATIONS

Suggested Speakers and Field Trips

1. Zoo
2. Water Skiing
3. Conservation Agent
4. Snow Skiing
5. Zoning Commissioner
6. Racing
7. Crown Center (Hotel and motel management)
8. Park Ranger
9. Director - pre-school and day care center
10. Bowling Alley Attendant
11. Lifeguard
12. Welcome Wagon
13. Caterer
14. Senior Citizen (social director)
15. Worlds of Fun
16. Gray Lady
17. Candy Striper
18. Speaker from franchise operation, such as McDonald's
19. Planner and supervisor of recreation in a prison
20. Tour guide
21. Municipal Auditorium

PERSONAL SERVICES

Occupations

1. Cosmetologist
2. Barber
3. Manicurist
4. Health salon operator
5. Masseur
6. Dietitian
7. Chauffeur
8. Counselor
9. Psychologist
10. Child care attendant
11. School bus driver
12. Social worker
13. Veterinarian
14. Pet Groomer
15. Custodian
16. Photographer
17. Florist
18. Interior decorator
19. Minister
20. Auctioneer
21. Paper boy
22. Exterminator

PERSONAL SERVICES

Suggested Classroom Activities

1. Play a math game in which the teacher holds up pictures she has clipped from magazines of various grooming aids. The price of the item is marked on the back of the picture and the student who comes closest to the actual price gets the picture. The student with the most pictures wins the game.
2. Have a personnel manager from a business speak to the class and tell them what he looks for in a job applicant.
3. Discuss attitudes toward those who serve.
4. Have a white elephant sale with an "Auctioneer".
5. Arrange straw flowers as for a florist.
6. Have students present pictures and handouts concerning one occupation they have explored.
7. Write a baby sitting handbook.
8. Role-play different occupations.
9. Discuss caring for a pet (humane treatment).
10.
11.
12.

PERSONAL SERVICES

Suggested Speakers and Field Trips

1. Custodial worker
2. Beautician
3. Goodwill Industries
4. Pet Grooming
5. Photographer
6. Florist
7. Baby Sitter
8. 4-H Leader
9. Boy and Girl Scout executive
10. Interior decorator
11. Veterinarian
12. Minister
13. Auctioneer
14. Paper boy
15. Kennel owner
16. Barber
17. Spa employee
18. Exterminator

CAREER CLUSTERS

for

7th Grade

Marketing and Distribution Occupations

Communications & Media Occupations

Agri-Business & Natural Resources Occupations

Public Services Occupations

Health Occupations

MARKETING AND DISTRIBUTION

Occupations

1. Salesman - manufacturer, industrial, house to house, etc.
2. Wholesale buyer
3. Retail buyer
4. Sales engineer
5. Credit manager
6. Display worker
7. Shipping clerk
8. Receiving clerk
9. Advertising copywriter
10. Broker
11. Insurance agent
12. Routeman
13. Driver - salesman

MARKETING AND DISTRIBUTION

Suggested Classroom Activities

1. Divide the class into groups of three and follow a raw material to the finished product.

2. Divide the class into small groups and devise advertising campaign for articles.

3. List occupations in distribution.

4. List fifty jobs that did not exist fifty years ago.

5. Keep a log of advertisements on one item sold by many companies. Which ad appeals most to you, and why? Could you produce a better advertisement? Produce one.

6. Have a slogan contest to promote a new product.

7.

8.

9.

MARKETING AND DISTRIBUTION

Suggested Speakers and Field Trips

1. Hallmark Cards
2. Supervisor of Retail Store
3. Marketing Specialist
4. Consumer Test Center
5. Cunningham Display Creations
6. Manneguin Company
7. Marcon Marketing Concepts
8. Professor of Marketing, Warrensburg

COMMUNICATIONS AND MEDIA

Occupations

1. Broadcast technician
2. Radio & television announcer
3. Editor of magazines & newspapers (news, sports, movie & theater television, financial, foreign news, fashions)
4. Press operator
5. Linotype operator
6. Procfreader
7. Delivery man
8. Advertising layout artist
9. Cartoonist
10. Photographer
11. Photoengraving
12. Commercial artist
13. Lay-out artist
14. Telephone operator
15. Airport flight controller
16. Ground controller
17. Radio operator - aboard planes, ships, etc.
18. Telegraph operator
19. Telephone lineman
20. Ham radio operator

COMMUNICATIONS AND MEDIA

Suggested Classroom Activities

1. Tape all voices in class. Play back to see which are the most pleasant recordings.

2. Use closed circuit TV to illustrate communications.

3. Work on self-analysis - "Know Thyself." Make a speech to introduce self to class

4. Discuss and demonstrate communication through gesture, facial expression, vocal quality. Analyze character traits of well-known people. Apply to self.

5. Teach respect for others by good audience participation, polite questioning, or disagreement (as opposed to "you're stupid").

6. Make a persuasive speech such as a public servant would make for a "cause."

7. Give a demonstration speech. Demonstrate operation or construction of a product (home-made or commercially made)

8. Write and perform on closed circuit TV: 1. a TV newscast
   2. A TV commercial

9. In committee, write, perform, and tape a radio play with sound effects, mood music, announcer, etc.

10. Read novels and short stories which pertain to occupations or occupational choices

11. Study biographies of famous successful people. Examine how their occupations were fulfilling to them.

12. Watch a television show (Marcus Welby, Mod Squad, Maude, Etc.), and write observations of the life style seen in these programs.

13. Conduct occupational bees.

14. Discuss the importance of language in occupations. Could you think of an occupation in which language is not involved?

15. Write business and social letters.

16. Write thank you letters for speakers, materials, etc.

17. Role-playing: Man loses job because skill becomes obsolete; what happens to him?

18. Have the class divide into two groups and each group examine a big city daily newspaper and small town local newspaper. The differences between the two papers are discussed.

19. Using a line gauge, have the students measure articles and advertisements in a newspaper in terms of picas.

20. Have students write a paper summarizing a recent news event.

21. Conduct a study of occupations portrayed on TV shows.

22.

23.

24.

COMMUNICATION AND MEDIA

Suggested Speakers and Field Trips

1. Disc Jockey
2. Kansas City Star
3. Townsend Communications
4. Telephone Lineman
5. Editor Local Newspaper
6. TV Newsman (reporter, writer, broadcaster)
7. Local Artist
8. Bell Laboratories
9. AT&T Assembly
10. Acting or Singing Troupe
11. Photographer
12. Printer Explaining Printing Process
13. Federal Communications Commission
14. Field trip to visit a television station
15. Field trip to visit a radio station

AGRI-BUSINESS AND NATURAL RESOURCES

Occupations

1. Agricultural engineer
2. Manager, fertilizer plant
3. Farm Implement Dealer
4. County Agent
5. Computer operator
6. Chemist
7. Purchasing Agent, Farm Cooperative
8. Seed Salesman
9. Feed Salesman
10. Contractor
11. Banker
12. Income tax Consultant
13. Welder
14. Mechanic
15. Dairy Farmer
16. Professor, Agricultural College
17. Poultry Farmer
18. Cattle Rancher
19. Bookkeeper
20. Horticulturist
21. Vegetable farmer
22. County Extension Agency, Home Economist
23. County Extension Agency 4-H leader
24. Farm Broadcaster

25. Agronomist
26. Pilot - Aerial Spraying
27. Veterinarian
28. Logger
29. Biologist
30. Demolition Expert
31. Lumberman
32. Conservation agent
33. Manager Wildlife area
34. Forester
35. Fish and Game Commissioner
36. Game Warden
37. Fish Hatchery manager
38. Professional sportsman
39. Miner
40. Geologist

AGRI-BUSINESS AND NATURAL RESOURCES

Suggested Classroom Activities

1. List and discuss various jobs involved in agri-business.
2. Panel on life-style past and present of farmer.
3. Investigate state and local parks and recreation facilities.
4. Plant a terrarium.
5. Have soil from campus analyzed.
6. Report on crop dusting.
7. Investigate cost of farm machinery.
8. Divide the students into groups and ask each group to choose a farm or agricultural commodity which interests them and follow progress from the farm to the retail store. In a discussion, note the various occupations which are involved in the processing of raw agricultural products.
9. Ask the students to construct a bulletin board on the agri-business complex.
10.
11.
12

AGRI-BUSINESS AND NATURAL RESOURCES

Suggested Speakers and Field Trips

1. Local farmer on stock
2. Nursery worker
3. Geologist (oil co.)
4. Dairyman (local)
5. Forester
6. Power Plant Engineer
7. Graduate student in School of Agriculture. Discuss classes that are important.
8. Local ASCS Manager
9. Tour Farmers' Market
10. Manager of Fertilizer Plant
11. Krysler Carnation Farm

PUBLIC SERVICE

Occupations

1. School teacher
2. Fireman
3. Policeman
4. Mailman
5. Gas company employee
6. Electric company employee
7. Elected officials
8. People who regulate air, land, & water transportation
9. Department of sanitation
10. Forestry & soil conservation worker
11. Nurse (public health)
12. Sanitarian
13. Meter reader
14. Technician in water treatment plants
15. Librarian
16. Law officer
17. Clergyman
18. City manager
19. Armed forces - Army, Navy, Air Force, Marines, Coast Guard
20. National Guard
21. Prison guard, warden
22. Telephone company employee

PUBLIC SERVICE

Suggested Classroom Activities

1. Discuss vocabularies unique to certain occupations.
2. Define public services - Does this mean politician? List careers. How do you contact the "right person" in case of trouble or a complaint?
3. Discuss motives for holding public service jobs. Is it self-seeking or truly service?
4. Hold mock political convention, election; precede this with filing for office and procedure for registering to vote.
5. Evaluate community and recommend improvements. i.e. parks, roads, etc.
6. Design a lesson around laws and apply them to daily living.
7. Set up a dictatorship and a democracy and compare the two.
8. Conduct a mock United Nations.
9. Invite lawyer to speak on importance of records and documents. Fill out dummy documents (birth, marriage, etc.)
10. Invite mobile health unit to visit school.
11. Discuss TV shows that further understanding of occupations - Adam 12, Marcus Welby, Emergency, are these realistic?
12.
13.
14.

PUBLIC SERVICE

Suggested Speakers and Field Trips

1. Juvenile Officer
2. Juvenile Court Judge
3. Civil Defense
4. Penalogist
5. Mental Health Department (Western Missouri Mental Health)
   (Tri-County Mental Health)
6. Armed Services
7. Narcotics Squad
8. Mayor
9. City Treasurer
10. Post Office
11. Sheriff
12. Chamber of Commerce (explain function)
13. Sanitation
14. Zoo Keeper
15. Local Police

HEALTH

Occupations

1. Ambulance driver
2. Hospital orderly
3. Doctor
4. Nurse
5. Nurse's aide
6. Laboratory technician
7. Medical technologist
8. Pharmacist
9. Physical therapist
10. Radiologic technologist
11. X-ray technician
12. Optometrist
13. Dentist
14. Dental technician
15. Dental hygienist
16. Obstetrician
17. Medic
18. Psychiatrist
19. School nurse
20. Pathologist
21. Ward clerk
22. Hospital administrator

HEALTH

Suggested Classroom Activities

1. Discuss health jobs.

2. Discuss types of occupations that might stem from health
   a. type of personality needed
   b. academic qualifications

3. First Aid Instruction (bandage each other).

4. Have report by Candy Striper.

5. Have a snake hunter demonstrate milking a snake for the venom used to prevent poison from a snake bite and also used in other medications.

6. Have a nutritionist in charge of planning school lunches discuss how they determine their menus and the necessary training involved.

7. Have policeman discuss dealing with emergency as an individual in daily situations.

8. Set up a physical education and recreation program for a summer camp.

9. Students plan and maintain a program for daily physical activity.

10. Determine what jobs have physical and or mental advantages and disadvantages.

11. Answer a want-ad concerning a career in a physical education related field and write a resume to hand in for evaluation.

12.

13.

14.

HEALTH

Suggested Speakers and Field Trips

1. Rescue Squad
2. Pharmacist
3. Cancer Foundation
4. Public Health
5. Lab Technician
6. Mobile Health Unit
7. Physical Therapist
8. Fireman
9. Medic from Fort Leavenworth
10. Doctor, Nurse (administer simple tests)

CAREER CLUSTERS

for

8th Grade

Business and Office Occupations

Construction Occupations

Marine Science Occupations

Fine Arts and Humanities Occupations

Consumer & Homemaking-Related Occupations

BUSINESS AND OFFICE

Occupations

1. Architect
2. Real estate agent
3. Map maker
4. Draftsman
5. Computer expert
6. Banker
7. Insurance agent
8. Actuary
9. Clerk
10. Stenographer
11. Legal secretary
12. Key punch operator
13. Accountant
14. Receptionist
15. Computer programmer
16. Management
17. Filer
18. Typist
19. Secretary (general)

BUSINESS AND OFFICE

Suggested Classroom Activities

1. Conduct a lesson on the techniques of reading and filling out job applications.

2. Have the class review sample applications and complete one of their own.

3. Divide the class into employers and future employees; insist on realism and allow students to conduct interviews.

4. Have the students work in small groups to rank jobs according to the amount of training needed.

5. Have the students figure the interest paid over the term of a loan.

6. Discuss different types of loans.

7. Discuss with the class the necessity of credit references (Master Charge, etc.)

8. Discuss charge cards and how they can be used.

9. Read meters (water, gas, electricity).

10. Figure utility bill.

11. Work with percentages in connection with the job of a real estate agent.

12. Work with the relationship of rational numbers to the buying and selling of stock as performed by a broker.

13. Work with the relationship of percentage to retail buying by a salesgirl. (Employee's Discount)

14. Relate whole numbers to the job of a hotel manager.

15. Relate fractions to the job of a sales clerk.

16. Relate interest to the job of a bank employee.

17. Relate geometry to the job of a surveyor.

18. Given a situational problem have the students demonstrate in simulated skits proper attitude and manners which would be required during a job interview or on the job.

19. Have the students establish a check list of grooming skills required of most prospective employees and rate each other during these simulated job interviews.

20. Have the class organize an office area in the classroom, and take turns acting as the secretary who will do such things as record attendance, take bus count, and collect monies.

21. Have the class make an imaginary budget for the operation of the office which includes supplies, secretary's salary, rent and utilities. Using play money, checks, etc., the "secretary" can make this activity as involved as he wishes.

22. Have the class visit an office that employs several people to do a variety of jobs.

23. Have the class plan sack lunches for one week that are nourishing and adequate for an office worker.

24.

25.

26.

BUSINESS AND OFFICE

Suggested Speakers and Field Trips

1. Missouri Employment Service
2. Computer Programmer
3. Court Recorder
4. Representative from M Donald's (franchise)
5. Meter Reader
6. Real Estate Representative
7. Private Employment Services
8. Accountant
9. Banker
10. Secretary

CONSTRUCTION

Occupations

1. Architect
2. Electrician
3. Builder
4. Craftsman
5. Heavy equipment worker
6. Plumber
7. Mason
8. Ironworker
9. Civil Engineer
10. Draftsman

CONSTRUCTION

Suggested Classroom Activities

1. Ask students to list steps involved in the construction of a house and list all occupations involved.
2. Discuss involvement of labor unions in construction.
3. Have students bring a picture of a house and discuss the type of labor needed to put it together.
4. Demonstrate role of interior decorator.
5. Display the masonry tools used in brick laying, and discuss.
6. Have the students in the classroom organize their own labor union.
7. Divide class into labor and management; give situation and allow students to strike or mediate.
8. Observe different construction which has been used in the building of the school, and the careers needed to provide that construction.
9. Figure amount of carpeting necessary for a given sized house.
10. Work with the relationship of volume to board feet in the lumbering industry.
11. Work with the relationship of square root to the cutting of rafters for a house by a carpenter.
12. In a written report, have students assess the suitability of their self characteristics for industrial arts related jobs in terms of likes, dislikes, physical and manipulative ability, what type work environment appeals to them, health and future plans.
13. Discuss in class the behaviors and attitudes that are necessary for effective and harmonious work in the realistic work situation in the shop.
14. Doing personal research, the student uses and writes a report on the historical development of an industrial arts related career field.
15. Have the class design and estimate the cost of materials for a simple building project to be done either in the classroom or in the industrial arts shop.

16. Have the class develop a classification system for the composition of materials used in the construction of a house.

17. Through field trips, reading, class instruction, and class discussion, explore occupations that could stem from the Industrial Arts area, and make a list of ten, showing where each stems from.

18. After developing a list of careers stemming from an industrial arts area, (metal, wood, or drafting), have students research and report the basic training or education needed for the career areas.

19. After completing a project, have students explain the specific skills and knowledge learned in other industrial arts areas that were transferred to their project.

20. Through resource persons, field trips, film strips and films, have students investigate the work environment of various industrial arts related occupations and discuss and decide if this type of environment would appeal to them.

21. Interview an architect or engineer to find out how he constructs and uses blueprints.

22.

23.

24.

CONSTRUCTION

Suggested Speakers and Field Trips

1. Nursery
2. Local Builder
3. Local Union-Construction
4. Department of Housing and Urban Development
5. Zoning Board
6. Plumber
7. Masonry worker
8. Heavy Equipment
9. Carpet Layer
10. Contractor
11. Home Improvement Businesses

MARINE SCIENCE

Occupations

1. Ship Captain
2. Deckhand
3. Running cannery boats
4. Maintenance of fishing vessels
5. Shipyard worker
6. Oceanographer
7. Meteorologist
8. Cartographer
9. Marine geologist
10. Deep sea diver
11. Aquanaut

MARINE SCIENCE

Suggested Classroom Activities

1. Discuss sea transportation.
2. Discuss food potential of the sea and those involved.
3. Plan a fishing trip: Place - Route - Gear.
4. Home movies of deep sea fishing.
5. Bring sea shell collections.
6. Show film on water sports.
7. Ask the students to make a collage which deals with the ocean and its inhabitants and the various occupations which are opening up in this area.
8. Discuss Jacques Cousteau, what he does for a living, and why. What jobs must be done so that Jacques Cousteau can continue to explore the oceans?
9. Work with the relationship of scientific notation to astronomy in relation to Marine Science.
10. Investigate river barges and river transportation.
11.
12.
13.

MARINE SCIENCE

Suggested Speakers and Field Trips

1. Scuba Diver
2. Navy Representative
3. Merchant Marine
4. Missouri Conservation Commission - Fishery
5. State River Control

FINE ARTS AND HUMANITIES

Occupations

1. Artist
2. Actor
3. Musician
4. Sculptor
5. Playwright
6. Advertising agent
7. Ceramic sculptor
8. Jewelry sculptor
9. Art teacher
10. Newspaper reporter and editor
11. Dancer
12. Theater work
13. Drama teacher

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FINE ARTS AND HUMANITIES

Suggested Classroom Activities

1. Create your own fashion design.
2. Design a Christmas card and write an appropriate message.
3. Write a children's story and illustrate it.
4. Have a puppet show for an elementary school class.
5. Design and construct a Christmas ornament.
6. Research the salaries of different music career areas and music hobbies (e.g. church organist, housewife piano teacher, etc.) and chart them.
7. Form teams and select a musical occupation. Identify the values of the occupation. One member of each team will role-play a person in the occupation in the game "What's My Line."
8. Create bulletin board pictures of future careers.
9. Make community sale signs. E.g. garage, Mechanic White Elephant Sale, Gambles Grand Sale, etc. Send out notices to businesses and volunteer creating signs for any specific need.
10. Construct "Me Boxes." Make a cube, cut out pictures, words, etc., that a student feels represent his personality (interests, abilities, attitudes, so on.) Paste on box sides.
11. Design a new litterbug symbol.
12. Design a new product not yet in existence.
13. Design a bulletin board display exhibiting "extinct" careers.
14. Make a list of the things the class could gather for a class museum. Prepare an exhibit.
15. Compile a catalog of items displayed. Classify, label, and arrange the items to be exhibited.
16. Visit the Kansas City Museum.
17.
18.
19.

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FINE ARTS AND HUMANITIES

Suggested Speakers and Field Trips

1. Starlight or UMKC on costumes
2. T.V. Station
3. Hallmark Cards (Print-making, designing)
4. Disc Jockey
5. Musicians, small bands (rock)
6. Jeweler
7. Weaver
8. Member of the KC Philharmonic
9. UMKC Repertory Theatre

CONSUMER AND HOMEMAKING

Occupations

1. Dietitian
2. Food technologist
3. Chemist or Biochemist
4. Home Economics Teacher
5. Apparel Industry related jobs
6. Fashion designer
7. Clothing sales
8. Fabric designer
9. Upholsterer
10. Kitchen helper (Restaurants, hotels, etc.)
11. Housekeeper
12. Custodial work
13. Dry cleaning service
14. Interior decorator
15. Hotel manager

CONSUMER AND HOMEMAKING

Suggested Classroom Activities

1. Bring catalogs and let students plan a new wardrobe - $100, $200.
2. Redo your room with $100, $200, $300.
3. Make candles.
4. Have a tasting party: candy, popcorn balls, cupcakes, etc.
5. Have students present a skit about family life: a teenage girl, her mother and father are arguing about whether the girl should wear makeup. Each student writes the end to the skit.
6. Students make a bulletin board "Jobs in Homemaking."
7. Students set up a window display of fashionable garments sewn in clothing.
8. Students report on an emergency or unusual experience that occurred when babysitting.
9. Use dolls to present a skit about dating situations.
10. Students role-play manners for eating in a restaurant.
11. Have a pair of students demonstrate an easy snack to prepare for friends.
12. Students make a notebook about a "dream" wardrobe.
13. Students make a "model" room from a small cardboard box to coordinate colors, textures and fabrics.
14. Students read and report on newspaper articles about fashions, designers, and new fabrics.
15. Students research and report to the class about home economics related careers.
16. Have an ironing demonstration (cotton vs. polyester).
17. Have a detergent demonstration (fruit jars).
18. Compare-contrast shopping centers with downtown shopping areas.
19. Discuss false advertising.
20. Collect newspaper advertising to compare prices.

CONSUMER AND HOMEMAKING

Suggested Speakers and Field Trips

1. Kansas City Power and Light
2. Dietitian (Hospital and School)
3. Restaurant
4. Buyer from a Super Market
5. Instructor from babysitting service
6. County Extension Agency
7. Modeling agency representative
8. Catering service
9. Cake decorator
10. Wedding coordinator or consultant
11. Fashion buyer
12. Interior decorator

CAREER EDUCATION MATERIALS

Middle School

The following materials were purchased with funds from the career education grant project. Ask your librarian or counselor for help in locating other career-related materials.

FILMSTRIPS

THE CAREER DISCOVERY SERIES (grades 5-9)

Each of the six programs represents a job cluster and contains four separate filmstrips and cassettes. The first filmstrip in each program is an overview of the job cluster and introduces the people interviewed in the next three filmstrips. The interviews were photographed and recorded on the job.

"People Who Influence Others"

#1: Emphasizes gregariousness, self-confidence, sensitivity, empathy, and other qualities shared by people who make a living through positive interaction with others; introduces the people featured in the following 3 filmstrips.

#2: A model and cosmetics demonstrator talks about selling products she believes in.

#3: A county agent invites students along to a dairy farm where he helps farmers improve their methods.

#4: An advertising executive demonstrates her leadership responsibilities, discusses influencing people through public service media campaigns.

"People Who Work in Science"

#1: Emphasizes curiosity, precision, aptitude for scientific method as personality factors related to occupations in science and allied technical fields; introduces the people featured in the following three parts.

#2: A recording engineer invites children to sit in on the sound production of a TV commercial.

#3: A crime-lab technician explains her part in determining guilt or innocence by means of chemical analysis.

#4: An ocean-life scientist discusses his intriguing experiments with sea lions, whales and porpoises.

"People Who Create Art"

#1: Attempts to define the nature of talent, inner-direction, desire to communicate, as they motivate musicians, sculptors, painters, writers, artisans, designers.

#2: A puppeteer/actress/costume designer/seamstress shows how it is backstage and out front

#3: A young drummer plays, teaches, composes, and tells why music is his life

#4: An industrial designer explains the challenge of making a playground both fun and a learning experience.

"People Who Organize Facts"

#1: Show how our society depends on information; surveys information-centered careers and relates them to gifts for detail, organization, problem-solving; introduces the people featured in the following three parts.

#2: A bakery-packaging forewoman tells how she organizes the facts of a vast production line to keep cookies and crackers on supermarket shelves

#3 An automotive researcher shows how he finds the facts needed to restore antique cars with loving accuracy.

#4: A sportscaster communicates his own fascination with facts and figures

"People Who Make Things"

#1: Explores the satisfaction of making something useful, of putting pride and care into a piece of workmanship; suggests the many fields in which people work with their hands; introduces the people featured in the following three filmstrips.

#2: Two aircraft assemblers describe their part in building a DC-10 airplane.

#3: A chef shows students how he prepares fine food

#4: A model builder demonstrates his exciting craft, shows an entire city built to scale

"People Who Help Others"

#1: Shows the variety of occupations open to those devoted to helping individuals and groups; relates this work to qualities of commitment, compassion, empathy; introduces the people featured in the following three parts

#2: A community organizer helps rural Mississippians bring running water to their community

#3: A day care worker shows how she works with children, expresses her feelings of accomplishment

#4: A physical therapist demonstrates how she helps crippled children to lead productive, independent lives.

WESTINGHOUSE: CAREER EDUCATION CLUSTERS

This series of filmstrips explores the fifteen career clusters as defined by the U.S Office of Education. Each film studies representative careers within a cluster and dramatizes how the different jobs in each area interact. The general nature of each job is considered (training, place of employment, earning potential, working conditions, etc.). The lifestyles associated with various occupations and the long-term prospects are studied "An Overview of Career Education" is included with each series.

Series 1: Agri-Business
Natural Resources
Manufacturing
Construction

Series 2: Business & Office
Marketing & Distribution
Transportation

Series 3: Communications & Media
Fine Arts & Humanities
Consumer/Homemaking Ed

Series 4: Health
Environment
Marine Science

Series 5: Hospitality & Recreation
Personal Services
Public Service

BOOKS

Handbook of Job Facts (grade 6-Adult)

Chart form of facts about duties, education, training, special qualifications, advancement, earnings, and outlook for 300 key jobs.

MISC

Desk-Top Career Kit (Jr. High Edition)

Over 1100 items are included. File cards and pamphlets outline career areas in general and describe specific occupations in detail with regard to future potential of different career fields and factors to consider in choosing a career. Periodic updating service keeps the listings current.

HIGH SCHOOL

Grades 9-12

Domain: Decision-Making

INTRODUCTION

These activities have been compiled to help you apply the concepts of career education to your subject area. Naturally, this list is not all encompassing with disregard for your own creativity, but merely an aid to expand your established program.

Activities are listed by subject areas and, where possible, by specific occupations within subjects. We encourage you to examine the activities in all subject areas for possible adaptability to your particular field.

CONCEPTS TO BE DEVELOPED ON THE HIGH SCHOOL LEVEL

Domain: Decision-Making

3. Career decision-making is a life-long process.
4. A changing society necessitates flexibility in career planning.
5. Career decision-making is interrelated with goals.
6. Career decision-making is effected by self-awareness and career-awareness.
7. Career decision-making skills increase the individual's freedom to control his life.
8. Career decision-making skills contribute to personal satisfaction and happiness.

CAREER EDUCATION ACTIVITIES: ART

1. VARIOUS CAREERS: Students construct and design a poster illustrating a. their parent's occupation
   b. an occupation of interest to them

2. JOURNALISM: Tour Landmark Office. Make a list of betterments or established good points, then design advertisement for companies.

3. ILLUSTRATOR: Select a children's poem and illustrate it in booklet form. Send the booklets to an elementary school class.

4. COMMERCIAL ARTIST: Have resource speaker from Hallmark visit, followed by students designing cards of their own.

5. COMMERICAL ARTIST: Design posters and program covers for school plays and other events throughout the year.

6. CRAFTSMAN: Design and construct jewelry. Study jewelry of the past and present by visiting local jewelers.

7. TEACHER: Junior and Senior students may be used as resource speakers for the lower grades. They might be called upon to demonstrate elementary skills that they have mastered and to assist with instruction and supervision of art classes.

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN ART

Artist
Architect
Mechanical Draftsman
Mechanical Engineer
Stage, TV, Screen, Designer
Art Salesman
Cabinet Maker
Sign Painter
Jeweler
Tailor
Advertising Layoutman
Cosmetologist
Lithographer
Dentist
Window Trimmer
Cartographer
Dentist
Photographer
Interior Decorator
Sculptor
Commercial Artist
Architectural Draftsman
Construction Draftsman
Art Teacher
Carpenter
Watchmaker
Displayman
Photoengraver
Interior Decorator
Dental Technician
Clothes Designer
Painter
Cartoonist

CAREER EDUCATION ACTIVITIES: BUSINESS

The following activities may be related to various careers in the business area:

1. Combine business classes, shorthand, bookkeeping and advanced typing classes into a single class resembling a small business. Members of the class fill various positions on all levels of a company. Instructors will interview students for jobs and make job assignments. Company could run for a month, a quarter, or a semester, depending on the length of the classes involved. Students should duplicate the exact workings of a company and be given raises according to performance. Activities might include punching time cards, paying taxes, figuring deductions, etc. while doing the necessary duties to maintain the company and produce the required product.

2. United Telephone has a broad range of people in the communications field listed in the resource speaker index. Invite them in to explain their work.

3. Students are given a paycheck of $125 each week and asked to make deductions for income tax and Social Security. They should plan a budget leaving a certain amount for the following items: housing, furniture, utilities, groceries, health and automobile insurance, gasoline and car upkeep, clothing allowance, and emergencies. Students are asked to decide what they will do with any remaining money.

   During the activity, students are given cards that cause changes in the financial situation. For example: "Your aunt died and left you $100." Or "your child is very sick and will need $75 worth of medical treatment." Students must make out deposit slips each week and write checks for money spent. They are to keep accurate records of all money transactions.

4. Make a glossary of specialized words or terms used in a specific profession - know the definitions and how to spell each.

5. Select 3 products in the same line, made by different manufacturers. Describe each product, giving a + or a - to factors each has. Taking into account all the factors, plus the price of the item, select the one which would be the best buy. Tell why.

6. Study jobs in the newspaper want-ads. Select a certain job category. In one month:
   a. list the number of jobs available
   b. summarize qualifications
   c. determine starting salary and maximum salary range
   d. list names of companies and number of blind ads in this category

6 con't
   e. determine the special education qualifications required for position in this field
   f. determine the advisability of following a career in this field

7. Select a business you are interested in Find out:
   a. company goals
   b. organizational structure
   c. number of employees
   d. type of business or product

   Do a store or plant layout showing location of various equipment and facilities

8. Select a product and find out everything about it that you can. Bring in product literature: sales tages, product tags, warranty information, care instructions, etc. List all the features and benefits of that particular product. From this information write two advertising statements which would help sell the product

9. Rate selected businesses in your area from 1-5 on the following:
   a. Location: site, traffic pattern, physical features
   b. Building Design: outside, inside, effectiveness of conversion if this has taken place
   c. Interior Layout: sales space, storage area, checkout facilities, overall arrangement, counter space, display space
   d. Make recommendations for any improvements

10. Evaluate the relative merits of going into business as a single proprietorship vs a partnership

11. Observe a sales person in action and evaluate his presentation.

12. List the buying motives that would make you buy the products below:

house slippers	insurance	TV
refrigerators	brake linings	cologne
vitamins	a toy	custom-made clothing

   Using your personal buying motives, prepare 2 selling statements which would convince people to buy each product.

13.

14.

15.

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN
BUSINESS TRAINING AND DISTRIBUTIVE EDUCATION

Certified Public Accountant
Banker
Teacher, Counselor
Advertisment Manager
Department Manager
Teletype Operator
Advertising Copy Writer
Broker
Salesman, Office Machines
Writer, Waiter, Waitress
Service Station Manager
Telephone Operator
Stockman
General Office Clerk
Cashier, Checker
Salesperson
Salesman

Bookkeeper
Stenographer
Medical Secretary
General Accountant
Bank Cashier
Commercial Teacher
Credit Manager
Display Manager
Office Machine Operator
Service Station Attendant
Stock Clerk
File Clerk
Sales Promotion Manager
Typist
Legal Secretary
Accounting Clerk

BEST COPY AVAILABLE

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN FOREIGH LANGUAGE

Composer

Foreign Correspondent Service

Diplomat

FBI Agent

Immigration Inspector

Social Group Worker

Medical Assistant

Tutor

Information Clerk

Salesman

Dramatic Coach

Teacher

Stenographer

Flight Stewardess

Travel Agent

Historian

Foreign Exchange Clerk

Essayist or Author

Librarian

Lawyer

Music Teacher

Foreign News Interpretor Translator

Messenger

Customs Examiner

Missionary

Receptionist

Actress, Actor

Export Clerk

Travel Guide

Foreign Clerk

Anthropologist

Physician

Singer

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN GENERAL SHOP AND INDUSTRIAL ARTS

Draftsman, Architectural	Gunsmith
Mechanical Engineer	Auto Mechanic
Electrician	Aircraft Mechanic
Tool Designer	Draftsman, Electrical
Industrial Arts Teacher	Engineer Aide
Instructor, Mechanical Drawing	Electrician Helper
Carpenter	Shop Teacher
Plumber	Cabinet Maker
Machinist	Draftsman Mechanical
Service Station Attendant	Sheet Metal Worker
Welder	Blacksmith
Painter	Log Sawyer
Log Grader	Wood Turner
Logger	Farmer
Plant Operator	Auto body & Fender Man
Mechanical Maintenance Man	Diesel Mechanic
Farm Equipment Mechanic	

CAREER EDUCATION ACTIVITIES: HEALTH & SCIENCE

1. VARIOUS CAREERS: Discuss the different types of people who need knowledge of science in their work; for example, computer sales, chemical sales, medical sales, patent lawyer.

2. NURSING: Visit a district nursing or health office and determine the jobs available and the training required for each.

3. NURSING HOME: Visit a nursing home and study the jobs and duties of all employees and the training required for each.

4. HEALTH INSPECTOR: Travel with a health inspector on his daily tour of duties and relate his job to training he has had, interests, and skills. Find out what jobs are available on the State Health Board.

5. HOSPITAL WORK: A wide variety of resource speakers from the Smithville Hospital are on file in the speaker index. Explore some of the less well known medical careers first-hand: lab technician, medical records administrator, physical therapist.

6. TEACHER: Have science students prepare experiments to demonstrate simple science concepts to elementary students.

7.

8.

9.

CAREER EDUCATION ACTIVITIES: PHYSICAL EDUCATION

1. PROFESSIONAL ATHLETE: Have a speaker from the Royals or Chiefs explain careers in professional sports. Find out the requirements, hours, salary, benefits, limitations, etc.

2. SALES: Invite a salesman of athletic supplies and/or equipment to visit the class and explain his work.

3. TEACHER: Assign junior or senior students to assistantships to help with care of equipment, paper work, skill-teaching and testing.

4. SPORTS OFFICIAL: Have a professional umpire or referee speak to the class on their work as a full-time or part-time career.

5. SPORTS WRITER: Have students write a news item on a local game.

6. SPORTS COMMENTATOR: Furnish a microphone and allow students to do play-by-play descriptions of games in class.

7.

8.

9.

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN HEALTH AND PHYSICAL EDUCATION

Orthopedic surgeon	Veterinarian
Organic Chemist	Dentist
Virologist	Bacteriologist
Public Health Statistician	Osteopath
Speech and Hearing Pathologist	Public Health Engineer
Occupational Therapist	Public Health Educator
Teacher	Physical Therapist
Sports Writer or Editor	Social Worker
X-Ray Technician	Laboratory Technician
Recreation Leader	Umpire
Athletic Coach	Lifeguard
Professional Athlete	Practical Nurse
Swimming Instructor	Dental Assistant
Model	Dental Hygienist
Public Health Nurse	Sanitary Engineer
Business Administration	Chiropractor
Dental Technician	

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN BIOLOGY

Biochemist
Forester
Physician Surgeon
X-Ray Technician
Immunologist
Bacteriologist
Dental Hygienist
Medical Secretary
Horticulturist
Teacher
Registered Nurse
Curator
Farmer or Rancher
Veterinarian
Landscape
Botanist
Home Economist
Anthropologist
Herpetologist Entomologist
Fish and Wildlife Service
Biologist
Forest Ranger
Occupational Therapist
Laboratory Technician
Dental Assistant
Nurseryman
Practical Nurse
Gardener
Tree Surgeon
Dietician
Zoologist
Game-Warden
Biologist Aide

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN CHEMISTRY

Surgeon, Physician	Atomic Scientist
Bacteriologist	Veterinarian
Biochemist	Chemical Engineer
Chiropodist	Geologist
Geologist	Zoologist
Science Teacher	Research Nutritionist
Artist	Scientific Helper
Stationary Engineer	Food Chemist
Electrolysis Fitter, Lithographer	Assembler, Welder
Assayer	Exterminator
Chemical Processing Plastics	Detective
Chemical Salesman	X-Ray Technician
Criminological Chemist	Ceramic Engineer
Photographer	Dentist
Laboratory Technician	Research Chemist
Forrestry	Pharmacist
Metallurgist	

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN PHYSICS

Architectural Engineer
Electrical Engineer
Aeronautical Engineer
Meteorologist
Geophysicist
Electronics Engineer
Atomic Physicist
Radio-TV Repairman
Veterinarian
Geneticist
Sheet Metal Worker
Teacher
Pattern-Maker
Fireman-Firefighter
Photographer
Pharmacist
Ophthalmologist

Forester
Nuclear Engineer
Navigator
Architect
Mining Engineer
Electrician
Seismic Observer
Physical Chemist
Dentist
Plumber
Mechanic
Lithographer
Optometrist
Civil Engineer
Airplane Pilot, Ship Pilot
Draftsman

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN AGRICULTURE

Agri. Chemicals Inspector
Grain Elevator Manager
Soil Conservationist
Forester
Park Worker
Wildlife Conservation Officer
Machinery Salesman
Machinery Set-Up Man
Machinery Mechanic
Farm Manager
Rancher
Farm Hand Worker
Tree Surgeon
Landscape Architect
Nursery & Greenhouse Manager
Vocational Agriculture Instructor/Grain Buyer
Agri-Extension Agent
Agri-Engineer
Veterinarian
Livestock Buyer
Dairy Products Plant Manager
Grain Feed & Seed Salesman
Soil Conservation
Forestry Fieldman
Machinery Partsman
Machinery Fieldman
General Farmer
Florist
Landscape Aid
Agri-Journalist
Agri-Consultant Bank
Meat Cutter

CAREER EDUCATION ACTIVITIES: HOME ECONOMICS

1. INTERIOR DECORATOR, BUILDER, CONTRACTOR: House plans may be either made or taken from magazines. Have plans drawn to scale, and cost per square foot figured. Construct houses of plywood and leave unroofed or with removable roof. Make furniture, draperies, etc. Decorate with wallpaper, carpeting.

2. CHILD CARE: Hold a pre-nursery school for two weeks. Have students plan and conduct activities for two hours a day; 10-15 children from ages 3-5.

3. DIETICIAN: Tour grocery store. Learn to read can labels and compare prices. Learn to identify different kinds and cuts of meat.

   Have the school dietician or head cook come and tell about nutritional requirements and their interrelation with budget requirements and menu planning.

4. AIRLINE STEWARDESS: Make a list of the requirements for airline stewardesses after writing to the airline offices and thoroughly researching the subject.

5. TRAVEL: Visit an airline passenger service and determine the jobs available and requirements for them.

6. DRY-CLEANER: Interview the owner of a dry-cleaning establishment. Visit the shop and note the kinds and use of equipment, duties of workers, hours, working conditions, etc. Determine the amount of credit or capital outlay necessary to establish such a business.

7. FOOD SERVICE: Interview a restaurant hostess and find out how her job fits into the food service picture. Find out if this is an entry-level job or a step-up from another position.

8. CATERING: Visit the KCI catering services and determine the jobs available in the field and the training required for each. Find out the entry-level salaries.

9. FABRIC STORE OPERATION: Visit a fabric store and talk with the manager to determine the responsibilities of employees, hours, the amount of capital outlay to establish such a business. Determine the costs of material and patterns.

10. BARBER/BEAUTICIAN: Invite resource speakers in to explain the duties and training required for these jobs. Determine the beginning capital outlay for equipment, rental or payment fees, etc. when establishing an independent shop.

11. CHEF/COOK. Invite a cook or chef to visit the class. Determine the qualifications to earn the title of chef and the training required. Prepare a slide presentation on the "Wonderful World of Cooking."

12. RESTAURANT MANAGEMENT: Invite the manager of a local restaurant to speak to the class on jobs available in restaurant management, the training required, entry-level pay, equipment necessary to establish a restaurant, and capital outlay. Obtain statistics on the number of successful businesses in the KC area. Find out what the advantages and disadvantages of the restaurant business are.

13. FASHION: Prepare and carry out a fashion show. Discuss the different careers related to the fashion show: design, food service and catering, public relations, jewelry and accessory design, shoe manufacturing, advertising, public speaking, radio and TV work.

14. CAKE DECORATOR: Invite a professional cake decorator or bakery worker to visit the class and give a demonstration.

15. VARIOUS CAREERS: Prepare a skit entitled "Career Opportunities in Home Economics" and present it to middle school Home Ec. classes.

16. VARIOUS CAREERS: After class discussion of goals and values, the changing systems of values, and standards set by society, make a list of personal goals, values, and standards that govern your life.

17. FOOD SERVICE: Survey the food service industry in the area: wholesale and retail food outlets, food preparation facilities: short-order lunches, dining rooms, banquet rooms, etc. List the total number of all different types of jobs now in operation in each branch of food service within a 5-10 mile radius of the school. Find out how many people change jobs each year. Would this be a good career field to enter? Why or why not?

18.

19.

20.

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN HOME ECONOMICS

Dietician

Extension Service Specialist

Institution Superintendent

Flight Stewardess

Technical Writer

Vocational Teacher

Occupational Therapist

Home Service Director

Food Sales

Cook

Waitress

Cosmetologist

Governess

Clothing Maker

Registered Nurse

Homemaker

Clothing Designer

Interior Decorator

Psychiatric Social Worker

Research

Nutritionist

Home Demonstrator

Dietary Consultant

Reporter

Physical Therapist

Appliance Sales

Waiter

Nursemaid or Babysitter

Practical Nurse

Milliner

Social Service Worker

Advertising Analyst

Home Economist

CAREER EDUCATION ACTIVITIES: LANGUAGE ARTS

1. DRAMA: Discuss a biographical sketch of Shakespeare. Read "Romeo and Juliet." Role-play some of the memorable scenes. Research such occupations as costume designer, set designer, theater architect. Design and build a model of the Globe Theater, design and make miniature costumes and puppets.

2. RECREATION: By reading newspaper advertisements, plan an evening's entertainment, a week-end trip, or other activity. Write a business letter requesting further information. Estimate costs.

3. SALES, RETAILING: Have a discussion session concerning the kinds of language and communication skills needed by sales people. Use role-playing activities to give the students examples of the skills used. Analyze a filmstrip on retailing.

THE FOLLOWING ACTIVITIES MAY BE RELATED TO MANY DIFFERENT CAREER AREAS:

4. Write a short story, poem, or essay about man's work, a particular occupational area, or why man works.

5. Have students interview people in the community who have worked in one location all of their lives, people who travel in their work, people who have changed occupations, women who have re-entered the world of work after rearing a family, people who direct adult education programs.

6. Have students make a bulletin board showing new technological developments.

7. Have a representative from an employment office discuss the factors that contribute to unemployment and the retraining needs of men and women.

8. Have the class develop a survey of occupations and local customs as they effect jobs for women.

9. Have a class discussion on the relationship of the present women's lib movement to women's suffrage movements of the past.

10. Read and discuss: Ibsen's Doll House, (developing latent abilities), American Women (women's rights), and Future Shock (technological change and its effects on society.)

11. Use the novel, Silas Marner, to make students aware of changes in occupations over a certain period of time. Have each student compare or contrast one occupation from the story with a similar occupation today.

12. Given the first line of a short story, have each student add a sequential line until a conclusion is reached. Repeat procedure several times or in several small groups with the same sentence. Compare results.

13. Teacher reads a short story, stopping several pages short of the conclusion. Students write possible endings. Compare and discuss conclusions.

14. Have class read a short story, such as "Gift of the Magi," and discuss how the conclusion could have been altered by introducing new elements into the story.

15. Give students the basis of a plot for a short story. Using the basic plot, the individual student will construct three different possible conclusions, separately outlining the decisions which led to each alternative.

16. Have students select a person who has changed life-styles at least once and write a biography. Class will discuss the decisions involved and their outcomes.

17. Give students worksheets with lists of words commonly used in various occupations, hobbies, and professions. Provide space before each list to write the name of the field in which the words are used or the worker who uses them. Example:

Architecture: cornice, buttress, column, blueprint.
Carpentry: awl, plane, tap, level, jigsaw, drill.

18. Give students specific occupations and have them find three technical words used in that occupation that most people would not understand. Example:

Auto Mechanic: piston, manifold, universal joint
French Chef: parcel, saute, meringue

19. Have students find the meaning of underlined words in sentences. Example: Geologists fear that the <u>fault</u> will shift.
(fracture in the earth's crust)

20. Given the alphabet, students are asked to list as many occupations as they can beginning with each letter.

21. Compile and publish a literary magazine featuring poems, stories and essays written by students.

22.

23.

24.

[illegible] WORDS IN DIALECT AND RELATED IN ENGLISH

[illegible]	Poet
Poet Vocalist	Lecturer
Judge	Clergy
Barrister	Principal or Author
Choreographer	Lyric & Song Writer
Political Orientor	Lawyer
Vocational Counselor	Cynic
YMCA Secretary	Juvenile Delinquency
Promotion Manager	Salesman
Airplanes	Chiropractors
Retail Manager	Employment Manager
Receptionist	Proof Reader
Personnel Manager	Author & Actor
Social Group Worker	Pranksters
School Master	All Teachers
Librarian	Reporter
Radio TV Announcer	

CAREER EDUCATION ACTIVITIES: MATH

1. COMPUTER PROGRAMMER: Have a computer programmer speak on the variety of occupations related to work with computers and the skills and training necessary for work in this field.

2. STOCK BROKER: Give students a copy of the stock market listings for a day and have them find out what math-related occupations are involved in deriving the daily stock quotations.

3. TAX WORK: Have a representative from the Internal Revenue Service or a commercial tax service speak about mathematical skills involved in computing income taxes.

4. SALES. Learn to figure a salesman's commission. Learn to figure prices of single items in a store when they are priced 2 for 29¢, etc.

5. RESTAURANT MANAGEMENT: Use math problems to study salaries, profit, quantity of food purchased, overhead expenses, etc. in a restaurant.

6. HOME ECONOMIST: Divide students into several groups and have them make a trip to the grocery store to purchase a specified list of groceries. Have each group list the brand name, size, and price of the products they feel are the best buys. Total the grocery bills. The group with the smallest bill is the winner.

7. VARIOUS CAREERS: Given a physical setting, students should identify the contributions of five math-related occupations found in that setting.

8. VARIOUS CAREERS: Play a budget game. Set up a weekly or monthly budget based on the suggested entry-level salary of a chosen field. Deposit pay check in the bank and pay bills, buy items on cash or credit, pay for entertainment, insurance, taxes, clothing, housing, etc. on the given salary. Borrow money for a major purchase, figure interest rate.

9. VARIOUS CAREERS: Given a menu, order a meal making substitutions from the menu. Figure the cost of the meal including tip at --% and tax at --%.

10. VARIOUS CAREERS: Make out time sheets -- converting everything to tenths of an hour -- determine gross wages at various levels of income.

11.

12.

13.

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN MATHEMATICS

Development Technician, Engineering	Mathematical Statistician
Civil Engineers	Metal Physicist
Draftsperson, Surveyor	Navigation
Forester	Architect
Geologist	Chemist
Broadcasting Technician	Dietitian
Electrician	Dental Technician
Carpenter	Technician Analyst and Engineering
Plumber	Machinist
Electronic Technician	Commercial Teacher
Mathematics Teacher	Accounting Clerk Worker
Surveyor	Bank Cashier
Surveyor	Bookkeeper
Instrument Salesperson	Optometrist
Driver	Airplane Pilot
Physicist	Computer Aid Draftsman
Accountant	

CAREER EDUCATION ACTIVITIES: MUSIC

1. PROFESSIONAL MUSICIAN: Invite a member of the Kansas City Philharmonic to come and tell about his work and lifestyle.

2. SALES: Write a singing commercial.

3. TEACHER: Take turns being teacher for a day. Select songs, pull chairs, direct group, compliment and/or criticize.

4. COMPOSER: Have a school song contest.

5. TECHNICIAN: Visit a recording studio to see how records are made.

6.

7.

8.

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN MUSIC

Composer
Piano Technician
Arranger of Music
Teacher
Occupational Therapist
Orchestrator
Orchestra Leader
Chorus Girl
Manager, Sales
Piano Tuner
Impersonator
Dramatic Reader
Actress
Comedian
Popular Singer
Concert Singer
Radio or TV Announcer
Music Critic
Music Librarian
Clergyman
Choral Director
Organist & Pianist
Choir Director
Recreational Therapist
Musical Entertainer
Sales Clerk
Musician
Actor
Dancer
Radio or TV Director
Music Supervision
Religious Education Director
Music Director

CAREER EDUCATION ACTIVITIES: SOCIAL STUDIES

The following activities may be related to various careers in the Social Studies area:

1. Simulate a crisis situation (atomic attack, storm, flood) which wipes out all of a community. What occupations and resources are necessary to put it back into operation. What must start functioning first? What occupational groups are of primary importance? Community resource people should be used to discuss their training and possible roles.

2. Discussion Topics:
   a. How a salesperson's knowledge of the culture of the people and local customs is valuable to a door-to-door salesperson.
   b. How psychology is involved in selling.

3. Have students select a career that they would like to write about. Prepare a report containing the following information:
   a. Name of chosen career
   b. Table of Contents
   c. Why I should have a vocation
   d. Advantages of deciding on a vocation early
   e. History of vocation
   f. Nature of the work
   g. Working conditions
   h. Personal qualities needed
   i. Preparation needed
   j. Opportunities for advancement
   k. Compensation
   l. Advantages and disadvantages of the vocation
   m. Interview a person in the field or report on a book in the field
   n. Misc: pictures, poems, important facts

4. Focus on change. Study changes in the world of work, environmental and social changes that require the ability to adjust. Present statistics that show how job opportunities have changed in the past 25 years. Prepare a mural bulletin board showing changes in the world of work. Invite a psychologist from Tri-County Mental Helth to talk to the class about one's ability to adjust to change. Make a list of new jobs that have developed in the last 10 years.

5. Each student is provided with a fictitious bank account. With this money, it is his task to plan his life, including investments, education and a career. As part of planning a career, the student researches possible career areas and estimates the financial requirements for the training and education necessary. Once he decides on a possible career, he spends part of a day with a person who works in that field. To make the "game" more

5. interesting, chance cards might be drawn to bring in the element of luck. Good luck might be winning a vacation or getting an unexpected job opportunity. Bad luck could be a fire, an auto accident, or the loss of a job

6. Divide the class into two teams. One team is given an occupation name and the other team takes turns asking questions about work that can be answered by "yes" or "no." The object of the game is to guess what occupation is represented before a set number of questions has been asked (10-20 for example) Occupations represented should be those previously studied in class. Good for a final review

7. Students and teacher might conduct an attitude survey to see how they feel about work in general and certain kinds of work in particular. A comparison might be made with parents' values (as determined by a similar survey or as assumed by the students.) Discussion should center on:
   a. Why do people work and what are the alternatives to working?
   b. Is there any kind of work you would not do?
   c. What are the most important qualities about a job that make it attractive?

   A sample attitude survey follows this section which might be adapted to your needs

8. Divide the class into groups of 5. The XYZ Foundation has allowed money for an experimental model community for 10,000 people. Plan the "ideal" model community using whatever money is necessary. Your group is the steering committee who will make all decisions and hire all the workers.
   Consider:
   a. Physical features as determinates
   b. Housing, educational facilities, industry, business district, health facilities, etc.
   c. Number and type of workers needed.

9. Assign each student a financial institution such as banking, insurance, or investment. Have students prepare a series of papers on the following topics:
   a. History and purpose
   b. Economic effect
   c. Political effect
   d. Laws. local, state, national
   e. Local value and future
   f. Strategic personnel required in the institution
   g. Personal interest, including education and training required

10. Select current labor problems in your area. Write a summary of daily developments, gleaning facts from publicity. Take the approach of worker, management, negotiator. Give arguments of each for meeting or not meeting demands. Study terms used in labor negotiations. What would you recommend as a solution? How closely did your solution coincide with the final solution?

11. Do a layout of your town (make a model or draw a map) showing businesses, manufacturing, residential areas, schools, public buildings, highways, rivers, etc. How can it be improved? (relocation of streets, sewers, new zoning, etc.) How much would it cost? Would it be worth it? Project your community's growth for the next 10-25 years. (Midwest Research Inc. and Community Studies have made such surveys for the Platte County area.)

12. Research the relation of leisure time activities to occupational areas. Personal interviews and/or descriptions of parents' work and leisure time activities might be used.

13. Money Problems:
    a. Have students investigate hourly wages in their community for adults and for 15-year olds.

    b. Have students compute how many hours they would have to work at the average hourly wage to buy at least 3 desired items.

    c. Have a representative from a local finance company visit the class to describe problems involved when people fail to budget income wisely.

    d. Have students itemize their expenditures for a 2-week period and compute what percentage of the total amount was spent each day.

    e. Discuss the basic concepts of budgeting and practice preparing budgets.

    f. Given a list of desirable items for teenagers, students will select the items they would like and estimate their cost, then search for the best price in newspapers and catalogues.

14.

15.

16.

WORK ETHICS - ATTITUDES SURVEY

Put a T before any of the following statements that are true about you and an F about any of the ones that are false. There are no right or wrong answers - so be yourself and be honest!

1. I believe blood is thicker than overtime and hard work.
2. I would hire a fully qualified relative over another qualified person.
3. I would hire even a less qualified relative over a person I don't know.
4. My parents dislike almost everything I do.
5. My parents try to guide me, but they are usually old-fashioned and wrong.
6. Hard work gets you nothing but tired muscles and callouses.
7. Sometimes hard work is satisfying.
8. Hard work will usually win you recogaition and promotions.
9. It's not what you know, or what education you have, but who you know that counts.
10. If your boss "started at the bottom" he will have more understanding than if he inherited the job or is a relative of his boss.
11. There is no work I'd refuse to do for a big salary.
12. There is no work I'd refuse to do to make an honest living.
13. I couldn't under any circumstances be a garbage collector.
14. I wouldn't want to be a garbage collector because people look down on it.
15. I wouldn't want to be a garbage collector because I look down on those people.
16. I wouldn't be a garbage collector because it is dirty work.
17. I want to do the same work my father does (mother if a girl).
18. I don't think my father has a good job.
19. I want to own my own business, no matter what it is.
20. I really don't care what kind of work I do, just so the wages are good.

21. What's really important about a job to me is whether I like what I do every day.

22. I want a job as soon as I get out of high school and never want to go to school again.

23. I wouldn't mind going to a trade school if the company or union would pay my way.

24. I wouldn't care if I never worked another day of my life - if the bills were paid.

25. I couldn't stand to stay around the house all day without working.

26. If I couldn't or didn't need to work for money, I'd probably be doing volunteer work.

27. I am much less materialistic (care less about <u>things</u>) than my parents.

28. I know the value of nice things more than my parents.

29. My parents and I pretty well agree about the value of <u>things</u>.

30. The Hippy movement has been good because happiness with natural things is what is really valuable in life.

31. Most workers today don't really put "themselves" into their work.

32. I couldn't stand working on a job that was beneath my ability and training.

33. Most workers today don't really care about the products they turn out.

34. Today's Americans feel differently about work than their parents did.

35. Job dissatisfaction effects the quality of the product.

36. If my dad could start all over in life he wouldn't be in the same kind of work he is in now.

37. I plan to get one job and stick with it no matter what.

38. I wouldn't mind changing jobs if I didn't like the work.

39. I wouldn't mind changing jobs if I didn't agree with my boss.

40. I don't think I'd like to be a plant manager and deal with absenteeism, men quitting, drinking and other problems like that.

41. I would like the responsibility of being a plant manager, if the problems weren't too great.

42. I think I need responsibility to be happy on the job.

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN SOCIAL STUDIES

Editor
Literary Writer
Historian
Ethnologist
Archaeologist
Anthropologist
Experimental Psychologist
Carpenter
Librarian
Archivist
Actuary
Geographer
Public Relations Director
Director, Nursing Service
Social Psychologist
Research Director
Sociologist
Genealogist
Clinical Psychologist
Clergyman
Script Writer
Foreign Correspondent
Political Scientist
Paleontologist
Educational Psychologist
Teacher
Statistician
Personnel Manager
Industrial Psychologist
Economist
Social Worker
Lawyer
Reporter

HIGH SCHOOL MATERIALS

The following materials were purchased with funds from the career education grant project. Ask your librarian or counselor for help in locating other career-related materials

VOCATIONAL RELATED ENGLISH

Units of instruction in the following areas:

- General Vocational Material
- Capitalization
- Punctuation
- Parts of Speech
- The Sentence
- Usage

VOCATIONAL RELATED SOCIAL STUDIES

Units of instruction in the following areas:

- General Vocational Material
- Government
- Social Studies
- Industry in Oklahoma

VOCATIONAL RELATED MATH

Units of instruction in the following areas:

- Measurement
- Whole Numbers
- Fractions
- Geometry
- Decimals
- Percent
- Consumer Education

FILMSTRIPS

CAREER VALUES: WHAT REALLY MATTERS TO YOU?

This series of 5 filmstrips with cassettes introduces the concept that personal values are a key ingredient in job satisfaction.

Part I: "Introduction"

Portrays values-awareness as the key to job satisfaction; demonstrates skills needed to identify and rank values priorities, re-rank values to reflect changes in experience, opportunity, personal growth. Introduces a broad range of career values factors including: the need to belong, relative dependence on supervision, task variety, status, physical risk, location considerations, creativity.

Part II: "Chance-Taking"

John is quitting his park job and wants Tom to become his partner in a landscaping business. Their disagreement stimulates student identification with: John's independence, optimisn and drive, and/or Tom's aversion to risk and tension, his full enjoyment of a secure job and relaxed lifestyle.

Part III: "Work Environment"

Students express their own reactions to: The structured, materially lavish corporate headquarters where Patty works and/or the egalitarian, helter-skelter individuality of Betsy's office in a small lumberyard.

Part IV: "Personal Commitment"

Students meet two lawyers; measure their own priorities against: Ed's altruistically satisfying devotion to working long hours for low pay in a storefront legal center; Wallace's strong advancement possibilities [illegible] law firm.

Part V: "Time"

Young people relate their own personalities to very different styles of working. As a free-lance artist, Carol sets her own hours, creates her own deadlines and can control her work load as well as her time. Tom is a 9 to 5 employee in a design studio who finds his regular hours make for busy days and pressure-free leisure time.

MISC.

JOB SURVIVAL SKILLS PROGRAM

This series of 15 units is designed to help students develop the skills necessary to find a desirable job and keep it. The activities include filmstrips, simulation games, brainstorming, puzzle assembly, role-playing, peer evaluation, and individual assessment. Program contents provide for up to 20 participants. Average classroom time utilized is 25 hours.

Contents: Overview Manual
20 Participant Workbooks
Group Leader's Instructions
Simulation Materials
13 Sound Filmstrips

Unit I	INTRODUCTION - Filmstrip/Cassette
Unit II	EDUCATION & TRAINING - Games w/Filmstrip/Cassette
Unit III	FROM WHICH POINT OF VIEW - Filmstrip/Cassette
Unit IV	SELF-CONCEPT & EMPLOYMENT - Games with Filmstrip/Cassette
Unit V	COMMUNICATION - Guide Cards w/Filmstrip/Cassette
Unit VI	YOU & YOUR SUPERVISOR - Filmstrip/Cassette
Unit VII	YOU & YOUR CO-WORKERS - Puzzle w/Filmstrip/Cassette
Unit VIII	SUCCESSFUL JOB BEHAVIOR
Unit IX	JOB SEEKING SKILLS - Filmstrip/Cassette
Unit X	PERSONAL APPEARANCE - Filmstrip/Cassette
Unit XI	RESUME - Filmstrip/Cassette
Unit XII	APPLICATION - Filmstrip/Cassette
Unit XIII	INTERVIEW - 20 Appointment Notices w/Filmstrip/Cassette
Unit XIV	SUMMARIZING - Filmstrip/Cassette
Unit XV	INDIVIDUAL ASSESSMENT - Overview Manual and Group Leader's Instructions

HOW TO USE THE RESOURCE SPEAKER INDEX

Bringing the community into the classroom is one of the most important elements of career education. Let people become a vehicle for learning in your classroom this year.

A file of resource speakers has been prepared for each building and is located in the office of your school. The occupations listed on the following page were on file last June at the time of printing. You will receive notification as new speakers are added to the directory.

Teachers are responsible for contacting speakers well in advance. After the initial arrangements are made, have the school secretary send a copy of the Community Resource Speaker's Guide to the resource person. Be sure and fill in the information on the first page, noting the date and time of the speaking engagement. Following the speaker's visit, please comment in writing on the file card regarding the presentation. It will be helpful to other teachers if you will note whether you do or do not recommend further visits from this speaker. If the class is not sending a personal thank you letter, please ask the school secretary to send the standard letter of thanks.

Hobbies are not on file, but your school counselors will be happy to help you locate people with hobbies to demonstrate.

THE FOLLOWING OCCUPATIONS ARE ON FILE AT THE TIME OF PRINTING:

Accountant

Airline
- Supervisor of Operations
- Public Relations

Automobile:
- Paint Foreman

Barber

Blacksmith

Bookkeeper

Chef

Clinical Psychologist

Community Development
- Specialist

Computer Operator

Computer Programmer

Counselor
- High School
- Elementary

Certified Public Accountant

CPA/Controller

Dental Assistant

Educational Specialist

Extension Center

Farmer

Fireman

Funeral Director

Grocer

Health Dept. Administrator

Highway Patrol

Home Economist

Hospital Administrator

Hospital Chaplain

Insurance Agent

Labratian

Medical Records Administrator

Medical Technologist

Mental Health Administrator

Minister

Nurse (R.N.)
- Hospital
- School
- Community Mental Health
- Home Health

Pet Groomer

P.E. Teacher

Pharmacist

Public Relations

Real Estate Agent

Recreation Specialist

Restaurant Manager

Sales Engineer

School Superintendent

Seamstress

Secretary

Shipping Supervisor

Small Businesses
- Appliances
- Gas Station
- Gift Shop
- Hardware
- Men's Wear

Social Worker

Sociologist

Speech Pathologist

Special Events Coordinator

Telephone Company
- Plant Supervisor - Construction
- Airport Manager
- Systems Maintenance
- District Manager
- Communications Consultant
- Chief Combination Man

Tupperware

Veterinarian

SAMPLE QUESTIONS FOR INTERVIEWING RESOURCE SPEAKERS

ON THE ELEMENTARY LEVEL

1. What do you do on the job?
2. Why did you choose this job?
3. What do you like best and least about your job?
4. Was this job your first choice?
5. What tools do you use?
6. What kind of training do you have?
7. Do you travel because of this job?
8. Do you have to work at night?
9. Do you work alone or with others?
10. What school subjects help you the most with your job?
11. Do you have any rules where you work?
12. Do you have to wear certain types of clothes on your job?
13. Do you work all year? In all types of weather?
14. Do you work for someone else? Does your boss ever compliment you?
15. About how much money would a person starting out in this job make?
16. Do you have to have a license to do this job?

SAMPLE QUESTIONS FOR INTERVIEWING RESOURCE SPEAKERS

ON THE MIDDLE SCHOOL AND HIGH SCHOOL LEVELS

1. What is the name of your occupation?
2. Whay type of education and/or training is necessary?
3. What is the estimated cost of the education/training?
4. What courses in school have helped you do your job?
5. What personal qualities are helpful in this job?
6. Do you belong to a union or professional organization?
7. Is there a special vocabulary used in your work?
8. What tools do you use in your work? Are you required to purchase these tools yourself?
9. What type of clothing do you wear on this job? Who pays for this clothing and its care?
10. Are there any limitations in your job: age, sex, race, height, weight, marital status?
11. What caused you to enter this field?
12. What steps did you take to get this job?
13. Is this your first job? What other jobs have you had prior to this one?
14. What part of your job do you like best/least?
15. Are there any hazards in your work?
16. Do you work overtime? Are you paid for this?
17. What extra activities are you expected to participate in that are not specifically a part of your job?
18. Does your job require that you be nice to people all day--even people who are crabby and ill-tempered?
19. What kind of fringe benefits do you have in your work?
20. What is the beginning wage? How much money could a person expect to earn in this job?

RELATING FIELD TRIPS TO THE CURRICULUM

Field trips play a significant role in broadening the perceptions of young people as related to the world of work. They offer an opportunity for youngsters to see first-hand the working conditions that exist in industries and other places of employment. Youngsters can also talk to, interact with, and observe workers, thus giving them the opportunity to meet and identify with a more varied range of workers than those with whom they ordinarily come in contact.

Field trips in and of themselves are not necessarily meaningful for students when they are taken for the sake of escaping the regular routine. When the trips are related to curriculum areas of study, then the youngsters have a two-fold educational gain. Of primary importance is the fact that they see a real purpose in studying certain subjects in school as a result of seeing workers who must use these skills constantly on the job. Secondly, by exposing themselves to the working conditions under which workers must function, youngsters can begin to think about whether or not they would want to pursue careers that would have similar working conditions.

Orientation for a field trip is vitally important if youngsters are to derive the greatest benefits. Be sure to discuss ahead of time what the students should look for and find out. Possible follow-up activities could include drawings, reports, role-playing, class discussions, murals, etc. Letters written to workers who particularly interested the students could also be an effective means of extending the field trips.

The businesses and industries listed in the "Special Group Tours" booklet will give you an idea of what is available in the Kansas City area for field trips. The booklet is located in the office of each school. Don't overlook the many opportunities to observe careers in the local community as well!

DEBRIEFING

Debriefing, a process which follows a learning excursion or a visit from a resource person, is essential in determining what the student or class learned from the experience and how each individual feels about himself in relation to the occupation being studied. Debriefing, on a group or individual basis, may be done by the classroom teacher. It should include discussion of the following suggested topics:

1. How do you feel about the _____ occupational area after (speaker's) experience?
2. What did you learn from the experience?
3. What did you like/dislike about the job being considered?
4. Do you feel that the person enjoyed his work?
5. In what way, if any, do you see yourself in this occupation? What job skills do you need to develop?
6. What value, economically and socially, does the occupation have in society?
7. What could have been improved about the experience?

To be maximally successful, debriefing should also include some discussion of the individual's values, attitudes, interests, and abilities and how they would or would not correlate with the occupation being considered.